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**KECERDASAN ROHANI, CIRI PERSONALITI, BUDAYA
SEKOLAH, DAN KESEIMBANGAN KERJA-KEHIDUPAN:
GAYA KEPEMIMPINAN TRANSFORMASI SEBAGAI
PENYEDERHANA**



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UNIVERSITI UTARA MALAYSIA
2020**



Pusat Pengajian Pengurusan Perniagaan
(School of Business Management)

Kolej Perniagaan
(College of Business)

Universiti Utara Malaysia

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ABSTRAK

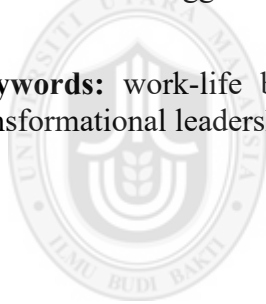
Keseimbangan kerja-kehidupan para guru adalah antara isu penting yang dibincangkan di Malaysia. Terdapat banyak luahan para guru di akhbar arus perdana menyatakan bahawa berlaku konflik di antara tuntutan kerja dan peruntukan masa untuk hal peribadi-keluarga dalam kalangan guru. Oleh itu, kajian ini bertujuan untuk melihat pengaruh kecerdasan rohani, personaliti, budaya sekolah, dan gaya kepemimpinan transformasi ke atas keseimbangan kerja-kehidupan dalam kalangan guru. Seramai 301 orang guru di sekolah menengah harian biasa berstatus Sekolah Kluster Kecemerlangan (SKK) di empat (4) buah negeri iaitu Perlis, Kedah, Pulau Pinang, dan Perak terlibat dalam kajian ini. Analisis Pemodelan Persamaan Struktur – Kuasa Dua Terkecil Separa (PLS-SEM) digunakan untuk menguji hipotesis. Hasil analisis pemodelan struktur mendapati personaliti keterbukaan, personaliti kesetujuan, dan neurotisme serta budaya sekolah mempunyai kesan pengaruh langsung ke atas keseimbangan kerja-kehidupan para guru. Juga didapati bahawa gaya kepemimpinan transformasi pengetua bertindak sebagai penyederhana kepada hubungan antara personaliti neurotisme ke atas keseimbangan kerja-kehidupan. Dengan demikian, kajian ini juga memberikan cadangan kepada pemegang taruh untuk menambahbaik dasar atau sistem pendidikan agar dapat meningkatkan kualiti kehidupan para guru di Malaysia. Di samping itu, kajian ini boleh menjadi pedoman kepada bakal pengetua untuk mengenal pasti gaya kepemimpinan yang sesuai bagi meningkatkan kualiti kerja dan juga kualiti kehidupan para guru kelak. Akhir sekali, beberapa batasan kajian dan peluang penyelidikan pada masa hadapan turut dibincangkan.

Kata kunci: keseimbangan kerja-kehidupan, kecerdasan rohani, personaliti, budaya sekolah, gaya kepemimpinan transformasi

ABSTRACT

Teacher's work-life balance is one of the important issues discussed in Malaysia today. There have been numerous instances in mainstream newspapers stating that there are conflicts between work demands and time allocation for personal matters among teachers. Hence, this study aims to look at the influence of spiritual intelligence, personality, school culture, and transformational leadership style on work-life balance among teachers. A total of 301 teachers from the regular secondary school rankings of School of Excellence Cluster (SKK) in four (4) states namely Perlis, Kedah, Penang, and Perak were involved in this study. Partial Least Square-Structural Equation Modeling (PLS-SEM) analysis was used to test the hypotheses. Structural model analysis revealed that openness, agreeable and neuroticism personality as well as school culture were directly influencing the teachers work-life balance. It was also found that the transformational leadership style of the principal acts as a moderator for the relationship between neuroticism personality on work-life balance. Thus, this study provides some suggestions for the stakeholders to improve the education policy / system to enhance the quality of life of teachers in Malaysia. In addition, this study can serve as a guide for future principals to identify appropriate leadership styles in improving the quality of work and the quality of life of future teachers. Finally, some limitations and suggestions for future research opportunities are also discussed.

Keywords: work-life balance, spiritual intelligence, personality, school culture, transformational leadership style



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SENARAI SINGKATAN

AVE	<i>Average Variance Extracted</i>
BFI	<i>Big Five Inventory</i>
BPPDP	Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
CES	<i>Cluster of Excellent School</i>
CLT	<i>Central Limit Theorem</i>
CMV	<i>Common Method Variance</i>
CR	<i>Pekali kebolehppercayaan komposit (Composite Reliability)</i>
ETP	Program Transformasi Ekonomi
GoF	<i>Goodness-of-fit</i>
GPS	Gred Purata Sekolah
ICT	<i>Information and communication technology</i>
JPN	Jabatan Pendidikan Negeri
KPM	Kementerian Pendidikan Malaysia
LR 1956	Laporan Razak 1956
M	<i>Min</i>
MLFP	Model Lima Faktor Personaliti
MLQ	<i>Multi Factor Leadership Questionnaire</i>
NKRA	Bidang Keberhasilan Negara
OECD	<i>The Organization for Economic Cooperation and Development</i>
P&P	Pengajaran dan pembelajaran
PBS	Pentaksiran Berasaskan Sekolah
PIPP	Pelan Induk Pembangunan Pendidikan
PIBG	Persatuan Ibu Bapa dan Guru
PKS	Penarafan Kendiri Sekolah
PLIW	<i>Personal Life Interference with Work</i>
PLS-SEM	<i>Partial Least Square - Structural Equation Model</i>
PM 1979	Penyata Mahathir 1979
PPD	Pejabat Pendidikan Daerah
PPPM	Pelan Pembangunan Pendidikan Malaysia
SBT	Sekolah Berprestasi Tinggi
SCS	<i>School culture survey</i>
SD	<i>Standard Deviation</i>
SEM	Pemodelan Persamaan Struktur (<i>Structural Equation Modelling</i>)
SISRI	<i>Spiritual Intelligence Self-Report Inventory</i>
SKK	Sekolah Kluster Kecemerlangan
SKPM	Standard Kualiti Pendidikan Malaysia
SMK	Sekolah Menengah Kebangsaan
SMKAS	Sekolah Menengah Kebangsaan Agama Sik
SPK	Sistem Pendidikan Kebangsaan
SPSS	<i>Statistical Package for the Social Sciences</i>
UUM	Universiti Utara Malaysia
WIPL	<i>Work Interference with Personal Life</i>
WPLE	<i>Work/Personal Life Enhancement</i>

SENARAI LAMPIRAN

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BAB 1

PENDAHULUAN

1.1 Latar belakang Kajian

Terdapat beberapa asas tahap pendidikan dalam sistem pendidikan kebangsaan (SPK) di Malaysia iaitu pendidikan prasekolah, pendidikan rendah, pendidikan menengah, dan pendidikan lepas menengah. Pendidikan rendah dan pendidikan menengah boleh dibahagikan kepada Sekolah Kluster Kecemerlangan (SKK) dan Sekolah Berprestasi Tinggi (SBT). Idea kewujudan SKK terkandung di dalam Bab Sembilan, Pelan Induk Pembangunan Pendidikan (PIPP) yang telah dilancarkan pada 16 Januari 2006. Kewujudan SKK adalah untuk mengembangkan sepenuhnya potensi sekolah dalam kluster kecemerlangan yang mekanismenya dinyatakan dalam Teras Strategik keenam, iaitu melonjakkan kecemerlangan institusi pendidikan. Pada 27 Julai 2009, Kementerian Pendidikan Malaysia (KPM) berhasrat untuk mengenal pasti dan mewujudkan SBT dan seterusnya mengiktiraf sebanyak 20 buah sekolah sebagai SBT pada 25 Januari 2010.

SBT adalah sekolah yang berada pada tahap tinggi manakala SKK adalah sekolah kedua selepas SBT. SKK boleh dinaiktaraf kepada SBT dengan memenuhi beberapa syarat yang telah ditetapkan oleh KPM. SKK dinilai berdasarkan kepada skor komposit yang mengambil kira Gred Purata Sekolah (GPS) dan Keputusan Penarafan Kendiri Sekolah (PKS) berasaskan kepada Standard Kualiti Pendidikan Malaysia (SKPM). Bagi memenuhi aras yang melayakkan SKK dinaiktaraf kepada SBT, para guru di sekolah berstatus SKK perlu bekerja kuat untuk melayakkan sesebuah sekolah

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LAMPIRAN

LAMPIRAN A: G*POWER ANALYSIS

Test family	Statistical test
F tests	Linear multiple regression: Fixed model, R ² deviation from zero
Type of power analysis	
A priori: Compute required sample size – given α , power, and effect size	
Input Parameters	
Determine =>	Effect size f ² 0.15
	α err prob 0.05
	Power (1- β err prob) 0.95
	Number of predictors 7
Output Parameters	
	Noncentrality parameter λ 22.9500000
	Critical F 2.0732820
	Numerator df 7
	Denominator df 145
	Total sample size 153
	Actual power 0.9503254

F tests – Linear multiple regression: Fixed model, R² deviation from zero

Analysis: A priori: Compute required sample size

Input: Effect size f² = 0.15
 α err prob = 0.05
Power (1- β err prob) = 0.95
Number of predictors = 7

Output: Noncentrality parameter λ = 22.9500000
Critical F = 2.0732820
Numerator df = 7
Denominator df = 145
Total sample size = 153
Actual power = 0.9503254

**LAMPIRAN B: TERJEMAHAN INSTRUMEN DARIPADA PUSAT BAHASA
TAMADUN DAN FALSAFAH, UNIVERSITI UTARA MALAYSIA &
TERJEMAHAN INSTRUMEN DARIPADA DEWAN BAHASA DAN
PUSTAKA (DBP)**



Ref. : UJW/SLCP/5-9/2
Date : 4 November 2018

Mr. Mohd. Ridwan Zakaria (500712)
School of Business Management
Universiti Utara Malaysia

Dear Mr. Mohr,

PAYMENT FOR TRANSLATION SERVICE

With reference to the above matter, the payment for the translation is RM 0.15 for every word based on the original text. The instrument was translated by Pn. Lijana Tee bt Mohd. Zukki Tee. The details of payment are as below:

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Yours sincerely

Juwah Abdullah
Coordinator
Training and Language Services

Pr. Rahaida Hashim
Financial Clerk

Universiti Pengurusan Terkemuka
The Eminent Management University

Interview Translated & Certified by:
Professional Development Unit
School of Languages, Civilization and Philosophy
Universiti Utara Malaysia
Date: 5/11/2018
Authorized by: 
(C. SUBASI) (ABDULLAH)
(Name & Signature)

Work Interference With Personal Life (WIPL)	TERJEKMAHAN (BAHASA MELAYU)
1. Personal life suffers because of work	Gangguan/interferens kerja dengan kehidupan peribadi
2. Job makes personal life difficult	Kehidupan peribadi terjejas kerana kerja.
3. Neglect personal needs because of work	Pekerjaan menyukarkan kehidupan peribadi.
4. Put personal life on hold for work	Menyabaikan keperluan peribadi kerana kerja.
5. Miss personal activities because of work	Menunda kehidupan peribadi untuk kerja.
6. Struggle to juggle work and non-work	Torlepas aktiviti peribadi kerana kerja.
7. Happy with the amount of time for non-work activities.	Bergelut untuk mengimbangi kerja dan bukan kerja.
8. Personal life drains me of energy for work	Gembira dengan masa untuk aktiviti bukan kerja.
9. Too tired to be effective at work	Interferens kehidupan peribadi dengan kerja
10. My work suffers because of my personal life	Kehidupan peribadi mengurangkan tenaga saya untuk bekerja.
11. Hard to work because of personal matters	Terlalu penat untuk menjadi efektif di tempat kerja.
12. Personal life gives me energy for my job	Kerja saya terjejas kerana kehidupan peribadi saya.
13. Job gives me energy to pursue personal activities	Sukar untuk bekerja kerana hal-hal peribadi.
14. Better mood at work because of personal life	Peningkatan kerja/kehidupan peribadi
15. Better mood because of my job	Kehidupan peribadi memberikan saya tenaga untuk pekerjaan saya.
	Pekerjaan memberikan saya tenaga untuk menjalankan aktiviti peribadi saya.
	Mood yang lebih baik di tempat kerja kerana kehidupan peribadi
	Mood yang lebih baik kerana pekerjaan saya.



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 (Name & Signature) ABDULLAH

	TERJEMAHAN
Critical Existential Thinking (CET)	Pemikiran Kritisial Tentang Kewujudan
1. I have often questioned or pondered the nature of reality.	Saya sering mempersoalkan atau memikirkan sifat realiti.
2. I have spent time contemplating the purpose or reason for my existence.	Saya meluangkan masa merenung tujuan atau sebab kewujudan saya.
3. I am able to deeply contemplate what happens after death.	Saya boleh merenung jauh apa akan berlaku selepas kematian.
4. I have developed my own theories about such things as life, death, reality, and existence.	Saya membangunkan teori saya sendiri mengenai kehidupan, kematian, realiti dan kewujudan.
5. I frequently contemplate the meaning of events in my life.	Saya sering merenung makna di sebuah kejadian dalam hidup saya.
6. I have often contemplated the relationship between human beings and the rest of the universe.	Saya sering merenung hubungan antara manusia dengan alam semesta.
7. I have deeply contemplated whether or not there is some greater power or force (e.g., god, goddess, divine being, higher energy, etc.).	Saya merenung jauh sama ada terdapatnya kuasa yang lebih besar atau sebalikanya (cth., tuhan, dewa-dewa, makhluk tuhan, kuasa besar, diti.).
Transcendental Awareness (TA)	Kesedaran transendental
8. I recognize aspects of myself that are deeper than my physical body.	Saya mengenali aspek diri saya yang lebih mendalam daripada fizikal saya.
9. It is difficult for me to sense anything other than the physical and material.*	Sukar bagi saya untuk merasakan sesuatu selain fizikal dan material.*
10. I am aware of a deeper connection between myself and other people.	Saya sedar akan hubungan yang lebih mendalam antara saya dengan orang lain.
11. I define myself by my deeper, non-physical self.	Saya mendefinisikan diri saya dengan kedalaman diri, bukan fizikal.
12. I am highly aware of the nonmaterial aspects of life.	Saya sangat sedar mengenai aspek bukan material kehidupan.
13. I recognize qualities in people which are more meaningful than their body, personality, or emotions.	Saya mengiktiraf kualiti seseorang yang mana lebih bermakna berbanding tubuh, personaliti atau emosi.
14. Recognizing the nonmaterial aspects of life helps me feel centered.	Mengenali aspek bukan material dalam kehidupan membantu saya untuk berasa terpusat/tertumpu.
Conscious State Expansion (CSE)	Perkembangan Tahap Kesedaran
15. I am able to enter higher states of consciousness or awareness.	Saya mampu untuk berada dalam tahap kesedaran yang lebih tinggi.
16. I can control when I enter higher states of consciousness or awareness.	Saya boleh mengawal apabila saya berada dalam tahap kesedaran yang lebih tinggi.
17. I am able to move freely between levels of consciousness or awareness.	Saya dapat bergerak dengan bebas di antara tahap-tahap kesedaran.
18. I often see issues and choices more clearly while in higher states of consciousness/awareness.	Saya selalunya dapat melihat dengan jelas isu dan pilihan saya semasa berada dalam tahap kesedaran yang lebih tinggi.
19. I have developed my own techniques for entering higher states of consciousness or awareness.	Saya telah membangunkan teknik-teknik saya sendiri untuk memasuki tahap kesedaran yang lebih tinggi.

Personal Meaning Production (PMP)	Penghasilan Makna Peribadi
20. My ability to find meaning and purpose in life helps me adapt to stressful situations.	Kebelahan saya untuk mencari makna dan matlamat dalam hidup membantu saya untuk menyesuaikan diri dalam situasi tekanan.
21. I am able to define a purpose or reason for my life.	Saya dapat mentakrifkan matlamat atau tujuan hidup saya.
22. When I experience a failure, I am still able to find meaning in it.	Apabila saya mengalami kegagalan, saya masih boleh mencari makna di sebalikinya.
23. I am able to make decisions according to my purpose in life.	Saya mampu membuat keputusan berdasarkan matlamat hidup saya.
24. I am able to find meaning and purpose in my everyday experiences.	Saya mampu mencari makna dan matlamat dalam pengalaman harian saya.
* Item is reverse-scored.	*Item skor-berbalik.

	TERJEMAHAN
Extraversion	Ekstraversi
I see myself as someone who...	Saya melihat diri saya sebagai seorang yang...
1. ...is outgoing, sociable.	...mesra, ramah.
2. ...generates a lot of enthusiasm.	...sentimen bersemangat
3. ...tends to be quiet.*	...cenderung untuk diam*
4. ...is reserved.*	...memencilkan diri*
Agreeableness	Ketulusan
5. ...is generally trusting.	...umumnya mempercayai.
6. ...tends to find fault with others.*	...cenderung untuk mencari masalah dengan orang lain*
7. ...can be cold and aloof.*	...boleh menjadi dingin dan menyendiri*
8. ...is sometimes rude to others.*	...kadang-kala kasar dengan orang lain*
Conscientiousness	Keperibadian
9. ...does things efficiently.	...melakukan sesuatu dengan cekap.
10. ...does a thorough job.	...melakukan kerja secara menyeluruh.
11. ...makes plans and follows through with them.	...membuat perancangan dan mengikutinya.
12. ...tends to be lazy.*	...cenderung untuk menjadi malas*
Neuroticism	Neurotisme
13. ...gets nervous easily.	...mudah gelisah.
14. ...worries a lot.	...terlalu bimbang.
15. ...is depressed, blue.	...tertekan, sedih.
16. ...is relaxed, handles stress well.*	...selesa, mengendalikan tekanan dengan baik*
Openness	Keterbukaan
17. ...values artistic, aesthetic experiences.	...menghargai seni dan pengalaman estetik.
18. ...is curious about many different things.	...ingin tahu mengenai banyak perkara yang berbeza.
19. ...has an active imagination.	...memiliki imajinasi yang aktif.
20. ...is ingenious, a deep thinker.	...bijak dan berfikir secara mendalam.
21. ...has few artistic interests.*	...memiliki sedikit minat terhadap seni.*
* Item is reverse-scored.	* item skor-berbalik.

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 School of Languages, Education and Professional
 Learning (SLPEL)
 Date: 5/11/2018
 Authorised by: 
 (A. S. Yusoff) (A. S. Yusoff)
 (Name & Signature)

	TERJEMAHAN
Collaborative Leadership	Kepimpinan Kerjasama
1. Leaders value teachers' ideas.	Ketua menghargai idea guru.
2. Leaders in this school trust the professional judgments of teachers.	Ketua di sekolah mempercayai penilaian profesional guru.
3. Leaders take time to praise teachers that perform well.	Ketua mengambil masa untuk memberi pujian kepada guru yang melaksanakan tugas dengan baik.
4. Teachers are involved in the decision-making process.	Guru turut dilibatkan dalam proses membuat keputusan.
5. Leaders in our school facilitate teachers working together.	Ketua di sekolah kami memudahkan guru untuk bekerja bersama.
6. Teachers are kept informed on current issues in the school.	Guru sentiasa dimaklumkan mengenai isu semasa di sekolah.
7. My involvement in policy or decision making is taken seriously.	Penglibatan saya dalam pengubahan dasar dan pembuatan keputusan diambil serius.
8. Teachers are rewarded for experimenting with new ideas and techniques.	Guru diberi ganjaran untuk mencuba idea dan teknik baharu.
9. Leaders support risk-taking and innovation in teaching.	Ketua menyokong pengambilan risiko dan inovasi dalam pengajaran.
10. Administrators protect instruction and planning time.	Pentadbir melindungi arahan dan perancangan masa.
11. Teachers are encouraged to share ideas.	Guru digalakkan untuk berkongsi idea.
Teacher Collaboration	Kerjasama Guru
12. Teachers have opportunities for dialogue and planning across grades and subjects.	Guru mempunyai peluang untuk berdialog dan merancang tentang grad dan subjek.
13. Teachers spend considerable time planning together.	Guru meluangkan banyak masa untuk membuat perancangan bersama.
14. Teachers take time to observe each other teaching.	Guru mengambil masa untuk memerhatikan pengajaran masing-masing.
15. Teachers are generally aware of what other teachers are teaching.	Pada amnya guru mengetahui apa yang diajar oleh guru lain.
16. Teachers work together to develop and evaluate programs and projects.	Guru bekerja bersama untuk membangun dan menilai program dan projek.
17. Teaching practice disagreements are voiced openly and discussed.	Percanggahan amalan pengajaran diutarakan secara terbuka dan dibincangkan.
Professional Development	Pembangunan Profesional
18. Teachers define professional networks to obtain information and resources for classroom instruction.	Guru menggunakan rangkaian profesional untuk mendapatkan maklumat dan sumber untuk pengajaran di dalam kelas.
19. Teachers regularly seek ideas from seminars, colleagues, and conferences.	Guru sering mencari idea melalui seminar, rakan sekerja dan peridangan.
20. Professional development is valued by the faculty.	Pembangunan profesional dihargai oleh fakulti.
21. Teachers maintain a current knowledge base about the learning process.	Guru mengekalkan asas ilmu pengetahuan terkini mengenai proses pembelajaran.
22. The faculty values school improvement.	Fakulti menghargai peningkatan sekolah/pusat pengajaran.



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Date: 25/11/2018

Authorized by: 
(Jaya Sri Bt. Husein (M.))

(Name & Signature)

Unity of Purpose	Tujuan perpaduan
23. Teachers support the mission of the school.	Guru menyokong misi pusat pengajian.
24. The school mission provides a clear sense of direction for teachers.	Misi sekolah menyediakan arah tuju yang jelas kepada guru.
25. Teachers understand the mission of the school.	Guru faham misi sekolah/pusat pengajian.
26. The school mission statement reflects the values of the community.	Kenyataan misi sekolah mencerminkan nilai komuniti.
27. Teaching performance reflects the mission of the school.	Prestasi pengajaran mencerminkan misi sekolah/pusat pengajian.
Collegial Support	Sokongan Rakan Sekerja
28. Teachers trust each other.	Guru saling dipercayai.
29. Teachers are willing to help out whenever there is a problem.	Guru sedia membantu sebarang terdapat sebarang masalah.
30. Teachers' ideas are valued by other teachers.	Idea guru dihargai oleh guru lain.
31. Teachers work cooperatively in groups.	Guru bekerjasama dalam kumpulan.
Learning Partnership	Perkongsian Pembelajaran
32. Teachers and parents have common expectations for student performance.	Guru dan ibu bapa mempunyai harapan yang sama mengenai pencapaian pelajar.
33. Parents trust teachers' professional judgments.	Ibu bapa perlu dipercayai penilaian profesional guru.
34. Teachers and parents communicate frequently about student performance.	Guru dan ibu bapa kerap berkomunikasi mengenai pencapaian pelajar.
35. Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homework assignments.	Pelajar secara amnya menerima tanggungjawab mereka untuk belajar, contohnya terlibat secara cendek di dalam kelas dan menamatkan tugasan.

Charismatic	TERJEMAHAN
1. Instils pride in us for being associated with him or her.	Mensasarkan kebanggaan dalam diri kerana dikaitkan dengan beliau.
2. Goes beyond self-interest for the good of the group.	Melampaui minat sendiri untuk kebaikan kumpulan.
3. Acts in ways that build respect.	Melakukan tindakan yang dapat membina rasa hormat.
4. Displays a sense of power and confidence.	Menunjukkan rasa berkuasa dan keyakinan.
5. Discusses my most important values and beliefs.	Membincangkan nilai-nilai dan kepercayaan diri yang paling penting.
6. Specifies the importance of having a strong sense of purpose.	Menyatakan kepentingan untuk mempunyai matlamat yang kukuh.
7. Considers the moral and ethical consequences of decisions.	Memperimbangkan kesan moral dan etika dalam pembuatan keputusan.
8. Emphasizes the importance of having a collective sense of mission.	Menekankan kepentingan untuk mempunyai misi kolektif.

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Date: 15 / 11 / 2018

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(JW00A(1) 90 P000001, 1, 1, 1, 1)

(Name & Signature)

Inspirational Motivation	Inspirasi Motivasi
9. Talks optimistically about the future.	Bercakap dengan optimistik mengenai masa hadapan.
10. Talks enthusiastically about what needs to be accomplished.	Bercakap dengan bersemangat mengenai apa yang perlu dicapai.
11. Articulates a compelling vision for the future.	Menyatakan visi yang menarik untuk masa hadapan.
12. Expresses confidence that goals will be achieved.	Memujakan keyakinan untuk mencapai matlamat.
Intellectual stimulation	Stimulasi intelektual
13. Re-examines the appropriateness of critical assumptions.	Memeriksa semula kesesuaian andaian kritikal.
14. Seeks differing perspectives when solving problems.	Mencari perspektif yang berbeza semasa menyelesaikan masalah.
15. Gets others to look at problems from many different angles.	Mendapatkan pandangan orang lain untuk melihat masalah dari sudut yang berbeza.
16. Suggests new ways of looking at how to complete assignments.	Mencadangkan cara baharu untuk melihat cara menyelesaikan tugasan.
Individual consideration	Pertimbangan individu
17. Spends time teaching and coaching.	Meluangkan masa untuk mengajar dan membimbing.
18. Treats others as individuals rather than just a group member.	Melayan orang lain sebagai individu bukan sekadar ahli kumpulan.
19. Considers an individual's needs, abilities, and aspirations of others.	Mengambil kira keperluan individu, kemampuan dan aspirasi orang lain.
20. Helps others to develop their strengths.	Memبantu orang lain untuk mendapatkan kekuatan diri.



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**TERJEMAHAN: DEWAN BAHASA DAN PUSTAKA (HAMIDAH OTHMAN
– DIPLOMA TERJEMAHAN KHUSUS DALAM BIDANG KOMUNIKASI
MASSA – PROFESIONAL)**

Work-life Balance / Keseimbangan Kerja-Kehidupan

Dimensi	Soalan Asal	Terjemahan
Gangguan kerja terhadap kehidupan peribadi (WIPL)	1. Personal life suffers because of work	1. Kehidupan peribadi saya sengsara kerana kerja.®
	2. Job makes personal life difficult	2. Pekerjaan menyukarkan hidup saya.®
	3. Neglect personal needs because of work	3. Saya mengabaikan keperluan sendiri kerana kerja.®
	4. Put personal life on hold for work	4. Saya mengenyepikan kehidupan peribadi kerana kerja.®
	5. Miss personal activities because of work	5. Saya merindui aktiviti-aktiviti peribadi disebabkan oleh kerja.®
	6. Struggle to juggle work and non-work	6. Saya sukar mengimbangi antara pekerjaan dan bukan pekerjaan.®
	7. Happy with the amount of time for non-work activities.	7. Saya gembira dengan jumlah masa yang diperuntukan bagi aktiviti-aktiviti bukan pekerjaan.
Kehidupan peribadi mengganggu kerja (PLIW)	8. Personal life drains me of energy for work	8. Kehidupan peribadi menghabiskan tenaga saya untuk bekerja.
	9. Too tired to be effective at work	9. Saya terlalu letih untuk menjadi efektif di tempat kerja.
	10. My work suffers because of my personal life	10. Pekerjaan saya menjadi sukar disebabkan kehidupan peribadi saya.
Peningkatan kerja/kehidupan peribadi (WPLE)	11. Hard to work because of personal matters	11. Sukar untuk bekerja disebabkan oleh hal-hal peribadi.
	12. Personal life gives me energy for my job	12. Kehidupan peribadi memberikan tenaga untuk saya bekerja.
	13. Job gives me energy to pursue personal activities	13. Pekerjaan memberikan tenaga untuk saya meneruskan aktiviti-aktiviti peribadi.
	14. Better mood at work because of personal life	14. Angin saya menjadi lebih baik di tempat kerja kerana kehidupan peribadi.
	15. Better mood because of my job	15. Angin saya menjadi lebih baik kerana pekerjaan saya.

Personality / Personaliti

Dimensi	Soalan asal	Terjemahan
	I see myself as someone who...	Saya melihat diri saya sebagai seorang yang....
Ekstraversi	22. ...is out going, sociable.	1. ... peramah, pandai bergaul.
	23. ...generates a lot of enthusiasm.	2. ... bersemangat.
	24. ...tends to be quiet.*	3. ... cenderung untuk diam.®
	25. ...is reserved.*	4. ... pendiam.®
Kepersetujuan	26. ...is generally trusting.	5. ... secara amnya mudah percaya.
	27. ...tends to find fault with others.*	6. ... cenderung untuk mencari kesalahan orang lain.®
	28. ...can be cold and aloof.*	7. ... dingin dan menyendiri.®
	29. ...is sometimes rude to others.*	8. ... kadang-kadang biadap kepada orang lain.®
Kehematan	30. ...does things efficiently.	9. ... melakukan sesuatu perkara dengan cekap.
	31. ...does a thorough job.	10. ... melakukan pekerjaan secara terperinci
	32. ...makes plans and follows through with them.	11. ... membuat perancangan dan mengikuti perancangan tersebut.
	33. ...tends to be lazy.*	12. ... cenderung menjadi malas.®
Neurotisme	34. ...gets nervous easily.	13. ... mudah cemas.
	35. ...worries a lot.	14. ... sentiasa bimbang.
	36. ...is depressed, blue.	15. ... tertekan dan sedih.
	37. ...is relaxed, handles stress well.*	16. ... tenang dan menguruskan tekanan dengan baik.®
Keterbukaan	17. ...values artistic, aesthetic experiences.	38. ... mempunyai nilai-nilai dan pengalaman artistik (bakat seni). menghargai pengalaman artistik (seni) dan estetik (keindahan)
	18. ...is curious about many different things.	18. ... ingin tahu mengenai banyak perkara.
	19. ...has an active imagination.	19. ... mempunyai daya imaginasi yang aktif
	20. ...is ingenious, a deep thinker.	20. ... pandai mereka dan pemikir idea yang rumit. bijak, seseorang yang berfikir dengan mendalam
	21. ...has few artistic interests.*	21. ... mempunyai beberapa minat dalam artistik (seni). ®

School Culture / Budaya Sekolah

Soalan Asal	Terjemahan	Soalan dipinda
35. Leaders value teachers' ideas.	Ketua jabatan menghargai idea-idea daripada para guru.	1. Pengetua menghargai idea-idea daripada para guru.
36. Leaders in this school trust the professional judgments of teachers.	Ketua jabatan di sekolah ini mempercayai penilaian profesional daripada para guru.	2. Pengetua di sekolah ini mempercayai penilaian profesional daripada para guru.
37. Leaders take time to praise teachers that perform well.	Ketua jabatan mengambil masa bagi memuji para guru yang menunjukkan prestasi yang baik.	3. Pengetua mengambil masa bagi memuji para guru yang menunjukkan prestasi yang baik.
38. Teachers are involved in the decision-making process.		4. Para guru terlibat dalam proses membuat keputusan.
39. Leaders in our school facilitate teachers working together.	Ketua jabatan di sekolah kami membenarkan guru-guru bekerjasama.	5. Pengetua di sekolah kami membantu memudahkan guru-guru bekerjasama.
40. Teachers are kept informed on current issues in the school.		6. Para guru dimaklumkan tentang isu-isu semasa di sekolah.
41. My involvement in policy or decision making is taken seriously.		7. Penglibatan saya dalam penggubalan dasar dan membuat keputusan diambil serius.
42. Teachers are rewarded for experimenting with new ideas and techniques.		8. Para guru diberi ganjaran kerana membuat percubaan dengan idea-idea dan teknik-teknik baharu.
43. Leaders support risk-taking and innovation in teaching.	Ketua jabatan menyokong inovasi dan mengambil risiko dalam pengajaran.	9. Para pemimpin menyokong inovasi dan pengambilan risiko dalam pengajaran.
44. Administrators protect instruction and planning time.		10. Pihak pentadbiran menjaga arahan dan perancangan masa.
45. Teachers are encouraged to share ideas.		11. Para guru digalakkan untuk berkongsi idea.
46. Teachers have opportunities for dialogue and planning across grades and subjects.		12. Guru mempunyai peluang untuk berdialog dan merancang berkenaan gred dan mata pelajaran.
47. Teachers spend considerable time planning together.		13. Para guru meluangkan masa yang berpatutan untuk merancang bersama-sama.
48. Teachers take time to observe each other teaching.		14. Para guru mengambil masa untuk menilai pengajaran masing-masing.
49. Teachers are generally aware of what other teachers are teaching.		15. Para guru secara amnya mengetahui apa yang diajar oleh guru-guru lain.

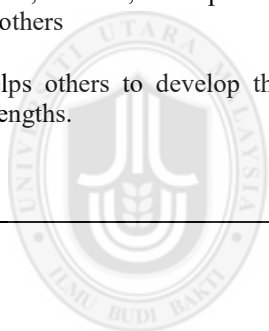
50. Teachers work together to develop and evaluate programs and projects.		16. Para guru bekerjasama dalam membangunkan serta menilai program dan projek.
51. Teaching practice disagreements are voiced openly and discussed.		17. Percanggahan dalam amalan pengajaran disuarakan secara terbuka dan dibincangkan.
52. Teachers utilize professional networks to obtain information and resources for classroom instruction.		18. Para guru menggunakan sepenuhnya rangkaian profesional untuk mendapatkan maklumat dan sumber bagi kelas.
53. Teachers regularly seek ideas from seminars, colleagues, and conferences.		19. Para guru selalu mencari idea-idea daripada seminar, rakan-rakan dan persidangan.
54. Professional development is valued by the faculty.	Pembangunan profesional di nilai oleh fakulti.	20. Pembangunan profesional dinilai oleh pengetua.
55. Teachers maintain a current knowledge base about the learning process.		21. Para guru mengekalkan asas pengetahuan semasa tentang proses pembelajaran.
56. The faculty values school improvement.	Pihak fakulti menghargai pembaharuan sekolah.	22. Pihak pengetua menghargai penambahbaikan warga sekolah.
57. Teachers trust each other.		23. Para guru mempercayai antara satu sama lain.
58. Teachers are willing to help out whenever there is a problem.		24. Para guru bersedia untuk membantu jika terdapat sebarang masalah.
59. Teachers' ideas are valued by other teachers.		25. Idea-idea para guru adalah dihargai oleh guru-guru lain.
60. Teachers work cooperatively in groups.		26. Para guru bekerjasama dalam kumpulan.
61. Teachers support the mission of the school.		27. Para guru menyokong matlamat sekolah.
62. The school mission provides a clear sense of direction for teachers.		28. Matlamat sekolah memberikan hala tuju yang jelas kepada para guru.
63. Teachers understand the mission of the school.		29. Para guru memahami matlamat sekolah.
64. The school mission statement reflects the values of the community.		30. Matlamat sekolah menggambarkan nilai-nilai kemasyarakatan.
65. Teaching performance reflects the mission of the school.		31. Prestasi pengajaran menggambarkan matlamat sekolah.
66. Teachers and parents have common expectations for student performance.		32. Para guru dan ibu bapa mempunyai harapan yang sama terhadap prestasi murid-murid.
67. Parents trust teachers' professional judgments.		33. Ibu bapa mempercayai penilaian profesional para guru.
68. Teachers and parents communicate frequently about student performance.		34. Para guru dan ibu bapa kerap berkomunikasi tentang prestasi pelajar.
69. Students generally accept responsibility for their schooling, for example they engage mentally in		35. Secara amnya, para pelajar menerima tanggungjawab persekolahan mereka. Sebagai contoh, mereka

class and complete homework assignments.	berfikir di dalam kelas dan menyiapkan tugas-tugas rumah mereka.
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Transformational Leadership / Kepemimpinan Transformasi

Soalan Asal	Terjemahan	Soalan Dipinda
Discusses my most important values and beliefs.	1. Berbincang tentang nilai dan kepercayaan yang penting bagi saya.	1. Pengetua berbincang tentang nilai dan kepercayaan yang penting bagi beliau.
Instills pride in me for being associated with him or her.	2. Menanam rasa bangga dalam diri saya kerana dikaitkan dengan beliau	2. Saya berasa bangga apabila dikaitkan dengan beliau.
Specifies the importance of having a strong sense of purpose.	3. Menyatakan kepentingan memiliki azam yang kuat.	3. Pengetua menyatakan kepentingan memiliki keazaman yang kuat.
Goes beyond self-interest for the good of the group.	4. Membelakangi kepentingan diri demi kebaikan kumpulan.	4. Pengetua membelakangi kepentingan diri beliau demi untuk kebaikan kumpulan.
Acts in ways that build respect.	5. Cara bertindak yang menimbulkan rasa hormat	5. Cara bertindak pengetua menimbulkan rasa hormat.
Considers the moral and ethical consequences of decisions.	6. Mengambil kira akibat moral dan etika dalam membuat keputusan.	6. Pengetua mengambil kira akibat moral dan etika dalam membuat keputusan.
Displays a sense of power and confidence.	7. Menunjukkan keyakinan dan kuasa.	7. Pengetua menunjukkan keyakinan dan kuasa.
Emphasizes the importance of having a collective sense of mission.	8. Menekankan kepentingan melakukan tugas bersama.	8. Pengetua menekankan kepentingan melakukan tugas bersama.
Talks optimistically about the future.	9. Bercakap dengan optimis tentang masa depan.	9. Pengetua bercakap dengan optimis tentang masa depan.
Talks enthusiastically about what needs to be accomplished	10. Bercakap dengan penuh minat tentang apa yang harus dicapai.	10. Pengetua bercakap dengan penuh berminat tentang apa yang harus dicapai.
Articulates a compelling vision for the future.	11. Menyatakan dengan jelas visi yang menarik untuk masa depan.	11. Pengetua menyatakan dengan jelas visi yang menarik untuk masa depan.
Expresses confidence that goals will be achieved.	12. Menyuarakan keyakinan matlamat akan dicapai	12. Pengetua menyuarakan keyakinan matlamat akan dicapai.
Re-examines the appropriateness of critical assumptions.	13. Menilai semula kesesuaian andaian secara kritikal	13. Pengetua menilai semula kesesuaian andaian secara kritikal.

Seeks differing perspectives when solving problems	14. Mendapatkan pandangan yang berbeza apabila menyelesaikan masalah.	14. Pengetua mendapatkan pandangan yang berbeza apabila menyelesaikan masalah.
Gets others to look at problems from many different angles.	15. Mendapatkan orang lain untuk melihat masalah dari pelbagai sudut	15. Pengetua mendapatkan orang lain untuk melihat masalah dari pelbagai sudut.
Suggests new ways of looking at how to complete assignments	16. Mencadangkan kaedah-kaedah baharu bagi menyiapkan tugas.	16. Pengetua mencadangkan kaedah-kaedah baharu bagi menyiapkan tugas.
Spends time teaching and coaching.	17. Meluangkan masa untuk mengajar dan membimbing.	17. Pengetua meluangkan masa untuk membimbing saya.
Treats others as individuals rather than just a group member	18. Melayan orang lain sebagai seorang individu dan bukannya hanya sebagai seorang anggota kumpulan.	18. Pengetua melayan orang lain sebagai seorang individu dan bukannya hanya sebagai seorang anggota kumpulan.
Considers an individual's needs, abilities, and aspirations of others	19. Mengambil kira keperluan, kebolehan dan aspirasi seseorang individu	19. Pengetua mengambil kira keperluan, kebolehan dan aspirasi seseorang individu
Helps others to develop their strengths.	20. Membantu orang lain untuk membina kekuatan diri mereka.	20. Pengetua membantu orang lain untuk membina kekuatan diri mereka.



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Soalan Asal	Terjemahan
25. I have often questioned or pondered the nature of reality.	1. Saya sering mempersoalkan atau memikirkan sifat realiti.
26. I have spent time contemplating the purpose or reason for my existence.	2. Saya telah meluangkan masa memikirkan tujuan kewujudan saya.
27. I am able to deeply contemplate what happens after death.	3. Saya mampu berfikir secara mendalam tentang kehidupan selepas kematian.
28. I have developed my own theories about such things as life, death, reality, and existence.	4. Saya telah membina sebuah teori tersendiri tentang perkara-perkara seperti kehidupan, kematian, realiti, dan kewujudan.
29. I frequently contemplate the meaning of events in my life.	5. Saya selalu berfikir tentang makna peristiwa-peristiwa yang berlaku dalam hidup saya.
30. I have often contemplated the relationship between human beings and the rest of the universe.	6. Saya sering memikirkan hubungan di antara manusia dengan alam semesta.
31. I have deeply contemplated whether or not there is some greater power or force (e.g., god, goddess, divine being, higher energy, etc.).	7. Saya telah berfikir secara mendalam tentang kewujudan kuasa yang lebih agung. (iaitu tuhan, ketuhanan, tenaga lebih tinggi, dsb)
32. My ability to find meaning and purpose in life helps me adapt to stressful situations.	8. Kebolehan saya mencari makna dan tujuan hidup membantu saya menghadapi tekanan.
33. I am able to define a purpose or reason for my life.	9. Saya mampu mentakrif tujuan dan sebab kehidupan saya
34. When I experience a failure, I am still able to find meaning in it.	10. Apabila saya mengalami kegagalan, saya masih mampu mencari makna bagi kejadian yang berlaku.
35. I am able to make decisions according to my purpose in life.	11. Saya mampu membuat keputusan berdasarkan tujuan hidup saya.
36. I am able to find meaning and purpose in my everyday experiences.	12. Saya berupaya mencari makna dan tujuan dalam setiap kejadian yang berlaku setiap hari.
37. I recognize aspects of myself that are deeper than my physical body.	13. Saya mengenali aspek diri saya yang lebih dalam berbanding fizikal diri saya.
38. It is difficult for me to sense anything other than the physical and material.*	14. Sukar bagi saya untuk merasai sesuatu selain daripada yang bersifat fizikal dan kebendaan.
39. I am aware of a deeper connection between myself and other people.	15. Saya sedar tentang hubungan yang lebih mendalam antara saya dengan orang lain.
40. I define myself by my deeper, non-physical self.	16. Saya mentakrif diri secara bukan fizikal yang mendalam
41. I am highly aware of the nonmaterial aspects of life.	17. Saya sangat peka terhadap aspek bukan kebendaan dalam kehidupan.
42. I recognize qualities in people which are more meaningful than their body, personality, or emotions.	18. Saya mengiktiraf kualiti dalam diri seseorang yang lebih bermakna daripada tubuh, personaliti, atau emosi.
43. Recognizing the nonmaterial aspects of life helps me feel centered.	19. Mengiktiraf aspek bukan material dalam kehidupan membantu saya berasa fokus.

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| 44. I am able to enter higher states of consciousness or awareness. | 20. Saya berupaya mencapai tahap kesedaran dan tahap kepekaan yang lebih tinggi. |
| 45. I can control when I enter higher states of consciousness or awareness. | 21. Saya dapat mengawal keadaan apabila memasuki tahap kesedaran dan kepekaan yang lebih tinggi. |
| 46. I am able to move freely between levels of consciousness or awareness. | 22. Saya mampu bergerak secara bebas di antara tahap-tahap kesedaran dan kepekaan. |
| 47. I often see issues and choices more clearly while in higher states of consciousness/awareness. | 23. Saya sering melihat isu dan pilihan dengan lebih jelas apabila berada pada tahap kesedaran/kepekaan yang lebih tinggi. |
| 48. I have developed my own techniques for entering higher states of consciousness or awareness. | 24. Saya telah membina teknik tersendiri untuk memasuki tahap kesedaran dan tahap kepekaan yang lebih tinggi. |
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LAMPIRAN D: BORANG PENGESAHAN (EXPERT VALIDATION)



Expert Validation Form

Name: Dr. Khairunnisak Ahmad Shakir

Organization: UNISHAM

Years of Teaching: 15 years.

INSTRUCTIONS: This measure is designed to evaluate the content validity of a measure:

Please rate each item as follows:

- Please rate the level of accuracy and clarity on a scale of 1 – 4, with 4 being the most accurate. Space is provided for you to comment on the item or to suggest revisions.
- Please cross check to each construct the item belongs. The constructs are listed along with a definition of each in the appendix attached.
- Finally, evaluate entire measure by giving overall comments at the end of the form.

Thank you for your time.

Accuracy	Clarity	Constructs
1 = item is not accurate	1 = item is not clear	A. Work-life balance
2 = item needs major revision to be accurate	2 = item needs major revision to be clear	B. Spiritual Intelligence
3 = item needs minor revision to be accurate	3 = item needs minor revisions to be clear	C. Personality
4 = item is accurate	4 = item is clear	D. School Culture
		E. Transformational Leadership

PART A: Work-life Balance

No.	Item	Accuracy				Clarity			
		1	2	3	4	1	2	3	4
1	Kehidupan peribadi terjejas kerana kerja. <i>Personal life suffers because of work.</i>				/				/
Comment:									
2	Pekerjaan menyukarkan kehidupan peribadi. <i>Job makes personal life difficult.</i>				/				/
Comment:									
3	Mengabaikan keperluan peribadi kerana kerja. <i>Neglect personal needs because of work.</i>				/				/
Comment:									
4	Menunda kehidupan peribadi untuk kerja. <i>Put personal life on hold for work.</i>				/				/
Comment:									
5	Terlepas aktiviti peribadi kerana kerja. <i>Miss personal activities because of work.</i>				/				/
Comment:									
6	Sukar mengimbangi kerja dan bukan kerja <i>Struggle to juggle work and non-work.</i>				/				/
Comment:									
7	Gembira dengan masa untuk aktiviti bukan kerja. <i>Happy with the amount of time for non-work activities.</i>				/				/
Comment:									
8	Kehidupan peribadi menghabiskan tenaga saya untuk bekerja. <i>Personal life drains me of energy for work.</i>				/				/
Comment:									
9	Terlalu penat untuk menjadi efektif di tempat kerja. <i>Too tired to be effective at work.</i>				/				/
Comment:									
10	Kerja saya terjejas kerana kehidupan peribadi saya. <i>My work suffers because of my personal life.</i>				/				/
Comment:									
11	Sukar untuk bekerja disebabkan oleh hal-hal peribadi. <i>Hard to work because of personal matters.</i>				/				/
Comment:									
12	Kehidupan peribadi memberikan saya tenaga untuk pekerjaan saya. <i>Personal life gives me energy for my job.</i>				/				/
Comment:									
13	Pekerjaan memberikan saya tenaga untuk meneruskan aktiviti peribadi saya. <i>Job gives me energy to pursue personal activities.</i>				/				/
Comment:									

14	Angin yang lebih baik di tempat kerja kerana kehidupan peribadi. <i>Better mood at work because of personal life.</i>				/				/
Comment:									
15	Angin yang lebih baik kerana pekerjaan saya. <i>Better mood because of my job.</i>				/				/
Comment:									

Adapted from: Hayman (2005)

PART B: SPIRITUAL INTELLIGENCE

No.	Item	Accuracy				Clarity			
		1	2	3	4	1	2	3	4
1	Saya sering mempersoalkan atau memikirkan sifat realiti. <i>I have often questioned or pondered the nature of reality.</i>				/				/
Comment:									
2	Saya telah meluangkan masa memikirkan tujuan atau sebab kewujudan saya. <i>I have spent time contemplating the purpose or reason for my existence.</i>				/				/
Comment:									
3	Saya mampu berfikir secara mendalam tentang kehidupan selepas kematian. <i>I am able to deeply contemplate what happens after death.</i>				/				/
Comment:									
4	Saya telah membina sebuah teori tersendiri tentang perkara-perkara seperti kehidupan, kematian, realiti, dan kewujudan. <i>I have developed my own theories about such things as life, death, reality, and existence.</i>				/				/
Comment:									
5	Saya sering berfikir tentang makna di sebalik kejadian dalam hidup saya. <i>I frequently contemplate the meaning of events in my life.</i>				/				/
Comment:									
6	Saya sering memikirkan hubungan antara manusia dengan alam semesta. <i>I have often contemplated the relationship between human beings and the rest of the universe.</i>				/				/
Comment:									
7	Saya telah berfikir secara mendalam tentang kewujudan kuasa yang lebih agung (cth., tuhan, ketuhanan, makhluk tuhan, kuasa yang lebih tinggi, dsb.).				/				/

	<i>I have deeply contemplated whether or not there is some greater power or force (e.g., god, goddess, divine being, higher energy, etc.).</i>										
Comment:											
8	Saya mengenali aspek diri saya yang lebih mendalam berbanding fizikal saya. <i>I recognize aspects of myself that are deeper than my physical body.</i>					/					/
Comment:											
9	Sukar bagi saya untuk merasai sesuatu selain daripada bersifat fizikal dan kebendaan.® <i>It is difficult for me to sense anything other than the physical and material. *</i>					/					/
Comment:											
10	Saya sedar akan hubungan yang lebih mendalam antara saya dengan orang lain. <i>I am aware of a deeper connection between myself and other people.</i>					/					/
Comment:											
11	Saya mendefinisikan diri saya dengan kedalaman diri, bukan fizikal. <i>I define myself by my deeper, non-physical self.</i>					/					/
Comment:											
12	Saya sangat peka terhadap aspek bukan kebendaan dalam kehidupan. <i>I am highly aware of the nonmaterial aspects of life.</i>					/					/
Comment:											
13	Saya mengiktiraf kualiti dalam diri seseorang yang mana lebih bermakna berbanding tubuh, personaliti atau emosi. <i>I recognize qualities in people which are more meaningful than their body, personality, or emotions.</i>					/					/
Comment:											
14	Mengiktiraf aspek bukan material dalam kehidupan membantu saya berasa fokus. <i>Recognizing the nonmaterial aspects of life helps me feel centered.</i>					/					/
Comment:											
15	Saya berupaya mencapai tahap kesedaran dan tahap kepekaan yang lebih tinggi. <i>I am able to enter higher states of consciousness or awareness.</i>					/					/
Comment:											
16	Saya dapat mengawal keadaan apabila memasuki tahap kesedaran dan kepekaan yang lebih tinggi.					/					/

PART C: PERSONALITY

No.	Item	Accuracy				Clarity			
		1	2	3	4	1	2	3	4
	Saya melihat diri saya sebagai seorang yang... <i>I see myself as someone who...</i>								
1	...peramah, pandai bergaul. <i>...is out going, sociable.</i>				/				/
Comment:									
2	...sentiasa bersemangat. <i>...generates a lot of enthusiasm.</i>				/				/
Comment:									
3	...cenderung untuk diam* <i>...tends to be quiet.*</i>				/				/
Comment:									
4	...pendiam* <i>...is reserved.*</i>				/				/
Comment:									
5	...secara amnya mudah percaya. <i>...is generally trusting.</i>				/				/
Comment:									
6	...cenderung untuk mencari masalah dengan orang lain* <i>...tends to find fault with others.*</i>				/				/
Comment:									
7	...boleh menjadi dingin dan menyendiri.* <i>...can be cold and aloof.*</i>				/				/
Comment:									
8	...kadang-kala kasar dengan orang lain* <i>...is sometimes rude to others.*</i>				/				/
Comment:									
9	...melakukan sesuatu dengan cekap. <i>...does things efficiently.</i>				/				/
Comment:									
10	...melakukan kerja secara terperinci. <i>...does a thorough job.</i>				/				/
Comment:									
11	...membuat perancangan dan mengikutnya. <i>...makes plans and follows through with them.</i>				/				/
Comment:									
12	...cenderung untuk menjadi malas.* <i>...tends to be lazy.*</i>				/				/
Comment:									
13	...mudah gelisah. <i>...gets nervous easily.</i>				/				/

5	Pengetua di sekolah kami memudahkan guru untuk bekerja bersama. <i>Leaders in our school facilitate teachers working together.</i>					/				/
Comment:										
6	Para guru sentiasa dimaklumkan mengenai isu semasa di sekolah. <i>Teachers are kept informed on current issues in the school.</i>					/				/
Comment:										
7	Penglibatan saya dalam pembuatan keputusan diambil serius. <i>My involvement in decision making is taken seriously.</i>					/				/
Comment:										
8	Para guru diberi ganjaran kerana membuat percubaan dengan idea-idea dan teknik-teknik baharu. <i>Teachers are rewarded for experimenting with new ideas and techniques.</i>					/				/
Comment:										
9	Pengetua menyokong inovasi dan pengambilan risiko dalam pengajaran. <i>Leaders support risk-taking and innovation in teaching.</i>					/				/
Comment:										
10	Para guru digalakkan untuk berkongsi idea. <i>Teachers are encouraged to share ideas.</i>					/				/
Comment:										
11	Para guru mempunyai peluang untuk berdialog dan merancang berkenaan gred dan mata pelajaran. <i>Teachers have opportunities for dialogue and planning across grades and subjects.</i>					/				/
Comment:										
12	Para guru meluangkan masa yang berpatutan untuk membuat perancangan bersama. <i>Teachers spend considerable time planning together.</i>					/				/
Comment:										
13	Para guru mengambil masa untuk menilai pengajaran masing-masing. <i>Teachers take time to observe each other teaching.</i>					/				/
Comment:										
14	Pada amnya para guru mengetahui apa yang diajar oleh guru-guru lain. <i>Teachers are generally aware of what other teachers are teaching.</i>					/				/
Comment:										
15	Para guru bekerjasama dalam membangunkan serta menilai program dan projek.					/				/

PART E: TRANSFORMATIONAL LEADERSHIP

No.	Item	Accuracy				Clarity			
		1	2	3	4	1	2	3	4
1	Menanam rasa bangga dalam diri saya kerana dikaitkan dengan beliau. <i>Instils pride in me for being associated with him or her.</i>				/				/
Comment:									
2	Pengetua membelakangi kepentingan diri demi kebaikan kumpulan. <i>Goes beyond self-interest for the good of the group.</i>				/				/
Comment:									
3	Pengetua melakukan tindakan yang dapat membina rasa hormat. <i>Acts in ways that build respect.</i>				/				/
Comment:									
4	Pengetua menunjukkan rasa berkuasa dan keyakinan. <i>Displays a sense of power and confidence.</i>				/				/
Comment:									
5	Pengetua berbincang tentang nilai-nilai dan kepercayaan yang penting bagi diri saya. <i>Discusses my most important values and beliefs.</i>				/				/
Comment:									
6	Pengetua menyatakan kepentingan memiliki azam yang kuat. <i>Specifies the importance of having a strong sense of purpose.</i>				/				/
Comment:									
7	Pengetua mengambil kira akibat moral dan etika dalam membuat keputusan. <i>Considers the moral and ethical consequences of decisions.</i>				/				/
Comment:									
8	Pengetua menekankan kepentingan melakukan tugas bersama. <i>Emphasizes the importance of having a collective sense of mission.</i>				/				/
Comment:									
9	Pengetua bercakap dengan optimis tentang masa depan. <i>Talks optimistically about the future.</i>				/				/
Comment:									
10	Pengetua bercakap dengan penuh minat tentang apa yang harus dicapai. <i>Talks enthusiastically about what needs to be accomplished.</i>				/				/
Comment:									

11	Pengetua menyatakan dengan jelas visi yang menarik untuk masa depan. <i>Articulates a compelling vision for the future.</i>					/				/
Comment:										
12	Pengetua menyuarakan keyakinan matlamat akan dicapai. <i>Expresses confidence that goals will be achieved.</i>					/				/
Comment:										
13	Pengetua menilai semula kesesuaian andaian secara kritikal <i>Re-examines the appropriateness of critical assumptions.</i>					/				/
Comment:										
14	Pengetua mendapatkan pandangan yang berbeza apabila menyelesaikan masalah. <i>Seeks differing perspectives when solving problems.</i>					/				/
Comment:										
15	Pengetua mendapatkan orang lain untuk melihat masalah dari pelbagai sudut. <i>Gets others to look at problems from many different angles.</i>					/				/
Comment:										
16	Pengetua mencadangkan kaedah-kaedah baharu bagi menyiapkan tugas. <i>Suggests new ways of looking at how to complete assignments.</i>					/				/
Comment:										
17	Pengetua meluangkan masa untuk mengajar dan membimbing. <i>Spends time teaching and coaching.</i>					/				/
Comment:										
18	Pengetua melayan orang lain sebagai seorang individu dan bukannya hanya sebagai seorang anggota kumpulan. <i>Treats others as individuals rather than just a group member.</i>					/				/
Comment:										
19	Pengetua mengambil kira keperluan, kebolehan dan aspirasi seseorang individu. <i>Considers an individual's needs, abilities, and aspirations of others.</i>					/				/
Comment:										
20	Pengetua membantu orang lain untuk membina kekuatan diri mereka. <i>Helps others to develop their strengths.</i>					/				/
Comment:										

Adapted from: Avolio & Bass (2004)

Additional comments:

Overall - ok.

Validated by:

Date: 12/1/2019.

Official Stamp:



Name:

DR. KHAIRUNNISAK AHMAD SHAKIR

Pensyarah

Kuliyah Muamalat dan Sains Pengurusan

Universiti Islam Antarabangsa Sultan Abdul Halim Mu'adzam Shah (UINSHAHU)



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LAMPIRAN E: BORANG SOAL SELIDIK



PUSAT PENGAJIAN PENGURUSAN PERNIAGAAN KOLEJ PERNIAGAAN UNIVERSITI UTARA MALAYSIA

Tuan/Puan,

Saya adalah pelajar Doktor Falsafah (Pengurusan) dari Kolej Perniagaan, Universiti Utara Malaysia sedang menjalankan kajian tentang “**Hubungan Antara Kecerdasan Rohani, Ciri-ciri Personaliti, Budaya Sekolah, dan Keseimbangan Kerja-kehidupan: Gaya Kepemimpinan Transformasi Sebagai Penyederhana**”. Kajian ini adalah syarat pengijazahan bagi pengajian di peringkat Doktor Falsafah (Pengurusan).

Penglibatan tuan/puan dalam penyelidikan ini adalah secara sukarela. Semua jawapan tuan/puan adalah dianggap sulit dan maklum balas yang diperolehi akan digunakan untuk tujuan akademik sahaja. Soal selidik ini mengambil masa selama lebih kurang 15-20 minit untuk dijawab.

Kerjasama tuan/puan amat dihargai. Jutaan terima kasih di atas penglibatan tuan/puan dalam menjayakan penyelidikan ini.

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BAHAGIAN A: KESEIMBANGAN KERJA-KEHIDUPAN

Sila BULATKAN pada pernyataan di bawah menggunakan skala berikut.

		Sangat Tidak Setuju	Tidak Setuju	Neutral	Setuju	Sangat Setuju
1	Kehidupan peribadi terjejas kerana kerja. <i>Personal life suffers because of work.</i>	1	2	3	4	5
2	Pekerjaan menyukarkan kehidupan peribadi. <i>Job makes personal life difficult.</i>	1	2	3	4	5
3	Saya mengabaikan keperluan peribadi kerana kerja. <i>Neglect personal needs because of work.</i>	1	2	3	4	5
4	Menunda kehidupan peribadi untuk kerja. <i>Put personal life on hold for work.</i>	1	2	3	4	5
5	Terlepas aktiviti peribadi kerana kerja. <i>Miss personal activities because of work.</i>	1	2	3	4	5
6	Sukar mengimbangi antara kerja dan bukan kerja (hal keluarga/peribadi). <i>Struggle to juggle work and non-work.</i>	1	2	3	4	5
7	Gembira dengan masa untuk aktiviti bukan kerja (hal keluarga/peribadi). <i>Happy with the amount of time for non-work activities.</i>	1	2	3	4	5
8	Kehidupan peribadi menghabiskan tenaga saya untuk bekerja. <i>Personal life drains me of energy for work.</i>	1	2	3	4	5
9	Terlalu penat untuk menjadi efektif di tempat kerja. <i>Too tired to be effective at work.</i>	1	2	3	4	5

10	Kerja saya terjejas kerana kehidupan peribadi saya. <i>My work suffers because of my personal life.</i>	1	2	3	4	5
11	Sukar untuk bekerja disebabkan oleh hal-hal peribadi. <i>Hard to work because of personal matters.</i>	1	2	3	4	5
12	Kehidupan peribadi memberikan saya tenaga untuk pekerjaan saya. <i>Personal life gives me energy for my job.</i>	1	2	3	4	5
13	Pekerjaan memberikan saya tenaga untuk meneruskan aktiviti peribadi saya. <i>Job gives me energy to pursue personal activities.</i>	1	2	3	4	5
14	Angin (mood) yang lebih baik di tempat kerja kerana kehidupan peribadi. <i>Better mood at work because of personal life.</i>	1	2	3	4	5
15	Angin (mood) yang lebih baik kerana pekerjaan saya. <i>Better mood because of my job.</i>	1	2	3	4	5

BAHAGIAN B: KECERDASAN ROHANI

Sila BULATKAN pada pernyataan di bawah menggunakan skala berikut.

		Sangat Tidak Setuju	Tidak Setuju	Neutral	Setuju	Sangat Setuju
1	Saya sering mempersoalkan atau memikirkan sifat realiti. <i>I have often questioned or pondered the nature of reality.</i>	1	2	3	4	5
2	Saya telah meluangkan masa memikirkan tujuan atau sebab kewujudan saya. <i>I have spent time contemplating the purpose or reason for my existence.</i>	1	2	3	4	5
3	Saya mampu berfikir secara mendalam tentang kehidupan selepas kematian. <i>I am able to deeply contemplate what happens after death.</i>	1	2	3	4	5
4	Saya telah membina sebuah teori tersendiri tentang perkara-perkara seperti kehidupan, kematian, realiti, dan kewujudan. <i>I have developed my own theories about such things as life, death, reality, and existence.</i>	1	2	3	4	5
5	Saya sering berfikir tentang makna di sebalik kejadian dalam hidup saya. <i>I frequently contemplate the meaning of events in my life.</i>	1	2	3	4	5
6	Saya sering memikirkan hubungan antara manusia dengan alam semesta. <i>I have often contemplated the relationship between human beings and the rest of the universe.</i>	1	2	3	4	5
7	Saya telah berfikir secara mendalam tentang kewujudan kuasa yang lebih agung (cth., tuhan, ketuhanan, makhluk tuhan, kuasa yang lebih tinggi, dsb.).	1	2	3	4	5

	<i>I have deeply contemplated whether or not there is some greater power or force (e.g., god, goddess, divine being, higher energy, etc.).</i>					
8	Saya mengenali aspek diri saya yang lebih mendalam berbanding fizikal saya. <i>I recognize aspects of myself that are deeper than my physical body.</i>	1	2	3	4	5
9	Sukar bagi saya untuk merasai sesuatu selain daripada bersifat fizikal dan kebendaan.® <i>It is difficult for me to sense anything other than the physical and material.*</i>	1	2	3	4	5
10	Saya sedar akan hubungan yang lebih mendalam antara saya dengan orang lain. <i>I am aware of a deeper connection between myself and other people.</i>	1	2	3	4	5
11	Saya mentakrif diri saya secara lebih mendalam bukan sekadar fizikal. <i>I define myself by my deeper, non-physical self.</i>	1	2	3	4	5
12	Saya sangat peka terhadap aspek bukan kebendaan dalam kehidupan. <i>I am highly aware of the nonmaterial aspects of life.</i>	1	2	3	4	5
13	Saya mengiktiraf kualiti dalam diri seseorang yang mana lebih bermakna berbanding tubuh, personaliti atau emosi. <i>I recognize qualities in people which are more meaningful than their body, personality, or emotions.</i>	1	2	3	4	5
14	Mengiktiraf aspek bukan material dalam kehidupan membantu saya berasa fokus. <i>Recognizing the nonmaterial aspects of life helps me feel centered.</i>	1	2	3	4	5

15	Saya berupaya mencapai tahap kesedaran dan tahap kepekaan yang lebih tinggi. <i>I am able to enter higher states of consciousness or awareness.</i>	1	2	3	4	5
16	Saya dapat mengawal keadaan apabila memasuki tahap kesedaran dan kepekaan yang lebih tinggi. <i>I can control when I enter higher states of consciousness or awareness.</i>	1	2	3	4	5
17	Saya dapat bergerak dengan bebas di antara tahap-tahap kesedaran dan kepekaan. <i>I am able to move freely between levels of consciousness or awareness.</i>	1	2	3	4	5
18	Saya sering melihat isu dan pilihan dengan lebih jelas apabila berada pada tahap kesedaran/kepekaan yang lebih tinggi. <i>I often see issues and choices more clearly while in higher states of consciousness/awareness.</i>	1	2	3	4	5
19	Saya telah membangunkan teknik-teknik saya sendiri untuk memasuki tahap kesedaran atau kepekaan yang lebih tinggi. <i>I have developed my own techniques for entering higher states of consciousness or awareness.</i>	1	2	3	4	5
20	Kebolehan saya mencari makna dan tujuan hidup membantu saya menghadapi tekanan. <i>My ability to find meaning and purpose in life helps me adapt to stressful situations.</i>	1	2	3	4	5
21	Saya mampu mentakrifkan tujuan dan sebab kehidupan saya. <i>I am able to define a purpose or reason for my life.</i>	1	2	3	4	5
22	Apabila saya mengalami kegagalan, saya masih boleh mencari makna bagi kejadian yang berlaku.	1	2	3	4	5

	<i>When I experience a failure, I am still able to find meaning in it.</i>					
23	Saya mampu membuat keputusan berdasarkan matlamat hidup saya. <i>I am able to make decisions according to my purpose in life.</i>	1	2	3	4	5
24	Saya berupaya mencari makna dan tujuan dalam setiap kejadian yang berlaku setiap hari. <i>I am able to find meaning and purpose in my everyday experiences.</i>	1	2	3	4	5



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BAHAGIAN C: PERSONALITI

Sila BULATKAN pada pernyataan di bawah menggunakan skala berikut.

		Sangat Tidak Setuju	Tidak Setuju	Neutral	Setuju	Sangat Setuju
	Saya melihat diri saya sebagai seorang yang... <i>I see myself as someone who...</i>					
1	...peramah, pandai bergaul. <i>...is out going, sociable.</i>	1	2	3	4	5
2	...sentiasa bersemangat. <i>...generates a lot of enthusiasm.</i>	1	2	3	4	5
3	...cenderung untuk diam* <i>...tends to be quiet.*</i>	1	2	3	4	5
4	...pendiam* <i>...is reserved.*</i>	1	2	3	4	5
5	...secara amnya mudah percaya. <i>...is generally trusting.</i>	1	2	3	4	5
6	...cenderung untuk mencari masalah dengan orang lain* <i>...tends to find fault with others.*</i>	1	2	3	4	5
7	...boleh menjadi dingin dan menyendiri.* <i>...can be cold and aloof.*</i>	1	2	3	4	5
8	...kadang kala kasar dengan orang lain* <i>...is sometimes rude to others.*</i>	1	2	3	4	5
9	...melakukan sesuatu dengan cekap. <i>...does things efficiently.</i>	1	2	3	4	5
10	...melakukan kerja secara terperinci. <i>...does a thorough job.</i>	1	2	3	4	5

11	...membuat perancangan dan mengikutnya. <i>...makes plans and follows through with them.</i>	1	2	3	4	5
12	...cenderung untuk menjadi malas.* <i>...tends to be lazy.*</i>	1	2	3	4	5
13	...mudah gelisah. <i>...gets nervous easily.</i>	1	2	3	4	5
14	...terlalu bimbang. <i>...worries a lot.</i>	1	2	3	4	5
15	...tertekan, sedih. <i>...is depressed, blue.</i>	1	2	3	4	5
16	...santai, mengendalikan tekanan dengan baik.* <i>...is relaxed, handles stress well.*</i>	1	2	3	4	5
17	...menghargai pengalaman artistic (seni) dan estetik (keindahan). <i>...values artistic, aesthetic experiences.</i>	1	2	3	4	5
18	...ingin tahu mengenai banyak perkara yang berbeza. <i>...is curious about many different things.</i>	1	2	3	4	5
19	...mempunyai imaginasi yang aktif. <i>...has an active imagination.</i>	1	2	3	4	5
20	...bijak, seseorang yang berfikir secara mendalam. <i>...is ingenious, a deep thinker.</i>	1	2	3	4	5
21	...mempunyai beberapa minat dalam artistik (seni).* <i>...has few artistic interests.*</i>	1	2	3	4	5

BAHAGIAN D: BUDAYA SEKOLAH

Sila BULATKAN pada pernyataan di bawah menggunakan skala berikut.

		Sangat Tidak Setuju	Tidak Setuju	Neutral	Setuju	Sangat Setuju
1	Pengetua menghargai idea-idea daripada guru. <i>Leaders value teachers' ideas.</i>	1	2	3	4	5
2	Pengetua di sekolah mempercayai penilaian profesional daripada guru. <i>Leaders in this school trust the professional judgments of teachers.</i>	1	2	3	4	5
3	Pengetua meluangkan masa untuk memberi pujian kepada guru yang melaksanakan tugas dengan baik. <i>Leaders take time to praise teachers that perform well.</i>	1	2	3	4	5
4	Para guru terlibat dalam proses membuat keputusan. <i>Teachers are involved in the decision-making process.</i>	1	2	3	4	5
5	Pengetua di sekolah kami memudahkan guru untuk bekerja bersama. <i>Leaders in our school facilitate teachers working together.</i>	1	2	3	4	5
6	Para guru sentiasa dimaklumkan mengenai isu semasa di sekolah. <i>Teachers are kept informed on current issues in the school.</i>	1	2	3	4	5
7	Penglibatan saya dalam pembuatan keputusan diambil serius. <i>My involvement in decision making is taken seriously.</i>	1	2	3	4	5
8	Para guru diberi ganjaran kerana membuat percubaan dengan idea-idea dan teknik-teknik baharu.	1	2	3	4	5

	<i>Teachers are rewarded for experimenting with new ideas and techniques.</i>					
9	Pengetua menyokong inovasi dan pengambilan risiko dalam pengajaran. <i>Leaders support risk-taking and innovation in teaching.</i>	1	2	3	4	5
10	Para guru digalakkan untuk berkongsi idea. <i>Teachers are encouraged to share ideas.</i>	1	2	3	4	5
11	Para guru mempunyai peluang untuk berdialog dan merancang berkenaan gred dan mata pelajaran. <i>Teachers have opportunities for dialogue and planning across grades and subjects.</i>	1	2	3	4	5
12	Para guru meluangkan masa yang berpatutan untuk membuat perancangan bersama. <i>Teachers spend considerable time planning together.</i>	1	2	3	4	5
13	Para guru mengambil masa untuk menilai pengajaran masing-masing. <i>Teachers take time to observe each other teaching.</i>	1	2	3	4	5
14	Pada amnya para guru mengetahui apa yang diajar oleh guru-guru lain. <i>Teachers are generally aware of what other teachers are teaching.</i>	1	2	3	4	5
15	Para guru bekerjasama dalam membangunkan serta menilai program dan projek. <i>Teachers work together to develop and evaluate programs and projects.</i>	1	2	3	4	5
16	Percanggahan dalam amalan pengajaran disuarakan secara terbuka dan dibincangkan.	1	2	3	4	5

	<i>Teaching practice disagreements are voiced openly and discussed.</i>					
17	Para guru menggunakan sepenuhnya rangkaian profesional untuk mendapatkan maklumat dan sumber untuk pengajaran di dalam kelas. <i>Teachers utilize professional networks to obtain information and resources for classroom instruction.</i>	1	2	3	4	5
18	Para guru sering mencari idea melalui seminar, rakan sekerja dan persidangan. <i>Teachers regularly seek ideas from seminars, colleagues, and conferences.</i>	1	2	3	4	5
19	Pembangunan profesional dihargai oleh semua warga sekolah. <i>Professional development is valued by the faculty.</i>	1	2	3	4	5
20	Para guru mengekalkan asas ilmu pengetahuan terkini mengenai proses pembelajaran. <i>Teachers maintain a current knowledge base about the learning process.</i>	1	2	3	4	5
21	Semua warga sekolah menghargai penambahbaikan sekolah. <i>The faculty values school improvement.</i>	1	2	3	4	5
22	Para guru menyokong misi sekolah. <i>Teachers support the mission of the school.</i>	1	2	3	4	5
23	Misi sekolah menyediakan arah tuju yang jelas kepada guru. <i>The school mission provides a clear sense of direction for teachers.</i>	1	2	3	4	5
24	Para guru memahami misi sekolah. <i>Teachers understand the mission of the school.</i>	1	2	3	4	5

25	Matlamat sekolah menggambarkan nilai-nilai kemasyarakatan. <i>The school mission statement reflects the values of the community.</i>	1	2	3	4	5
26	Prestasi pengajaran menggambarkan misi sekolah. <i>Teaching performance reflects the mission of the school.</i>	1	2	3	4	5
27	Para guru mempercayai antara satu sama lain. <i>Teachers trust each other.</i>	1	2	3	4	5
28	Para guru bersedia untuk membantu sekiranya terdapat sebarang masalah. <i>Teachers are willing to help out whenever there is a problem.</i>	1	2	3	4	5
29	Idea-idea para guru dihargai oleh guru-guru lain. <i>Teachers' ideas are valued by other teachers.</i>	1	2	3	4	5
30	Para guru bekerjasama dalam kumpulan. <i>Teachers work cooperatively in groups.</i>	1	2	3	4	5
31	Para guru dan ibu bapa mempunyai harapan yang sama terhadap prestasi pelajar. <i>Teachers and parents have common expectations for student performance.</i>	1	2	3	4	5
32	Ibu bapa mempercayai penilaian profesional para guru. <i>Parents trust teachers' professional judgments.</i>	1	2	3	4	5
33	Para guru dan ibu bapa kerap berkomunikasi tentang prestasi pelajar. <i>Teachers and parents communicate frequently about student performance.</i>	1	2	3	4	5

34	<p>Secara amnya, para pelajar menerima tanggungjawab persekolahan mereka. Sebagai contoh, mereka berfikir di dalam kelas dan menyiapkan tugas-tugas rumah mereka.</p> <p><i>Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homework assignments.</i></p>	1	2	3	4	5
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BAHAGIAN E: GAYA KEPEMIMPINAN TRANSFORMASI

Sila **BULATKAN** pada pernyataan di bawah menggunakan skala berikut.

PERHATIAN: Pemimpin dalam konteks sekolah adalah merujuk kepada PENGETUA anda.

		Sangat Tidak Setuju	Tidak Setuju	Neutral	Setuju	Sangat Setuju
1	<p>Menanamkan rasa bangga dalam diri kerana dikaitkan dengan beliau (pengetua).</p> <p><i>Instils pride in me for being associated with him or her.</i></p>	1	2	3	4	5
2	<p>Pengetua membelakangi kepentingan diri demi kebaikan kumpulan.</p> <p><i>Goes beyond self-interest for the good of the group.</i></p>	1	2	3	4	5
3	<p>Pengetua melakukan tindakan yang dapat membina rasa hormat.</p> <p><i>Acts in ways that build respect.</i></p>	1	2	3	4	5
4	<p>Pengetua menunjukkan rasa berkuasa dan keyakinan.</p> <p><i>Displays a sense of power and confidence.</i></p>	1	2	3	4	5
5	<p>Pengetua berbincang tentang nilai-nilai dan kepercayaan yang penting bagi diri saya.</p> <p><i>Discusses my most important values and beliefs.</i></p>	1	2	3	4	5

6	<p>Pengetua menyatakan kepentingan memiliki azam yang kuat.</p> <p><i>Specifies the importance of having a strong sense of purpose.</i></p>	1	2	3	4	5
7	<p>Pengetua mengambil kira akibat moral dan etika dalam membuat keputusan.</p> <p><i>Considers the moral and ethical consequences of decisions.</i></p>	1	2	3	4	5
8	<p>Pengetua menekankan kepentingan melakukan tugas bersama.</p> <p><i>Emphasizes the importance of having a collective sense of mission.</i></p>	1	2	3	4	5
9	<p>Pengetua bercakap dengan optimis tentang masa depan.</p> <p><i>Talks optimistically about the future.</i></p>	1	2	3	4	5
10	<p>Pengetua bercakap dengan penuh minat tentang apa yang harus dicapai.</p> <p><i>Talks enthusiastically about what needs to be accomplished.</i></p>	1	2	3	4	5
11	<p>Pengetua menyatakan dengan jelas visi yang menarik untuk masa depan.</p> <p><i>Articulates a compelling vision for the future.</i></p>	1	2	3	4	5
12	<p>Pengetua menyuarakan keyakinan matlamat akan dicapai.</p> <p><i>Expresses confidence that goals will be achieved.</i></p>	1	2	3	4	5
13	<p>Pengetua menilai semula kesesuaian andaian secara kritikal</p> <p><i>Re-examines the appropriateness of critical assumptions.</i></p>	1	2	3	4	5
14	<p>Pengetua mendapatkan pandangan yang berbeza apabila menyelesaikan masalah.</p>	1	2	3	4	5

	<i>Seeks differing perspectives when solving problems.</i>					
15	Pengetua mendapatkan orang lain untuk melihat masalah dari pelbagai sudut. <i>Gets others to look at problems from many different angles.</i>	1	2	3	4	5
16	Pengetua mencadangkan kaedah-kaedah baharu bagi menyiapkan tugasan. <i>Suggests new ways of looking at how to complete assignments.</i>	1	2	3	4	5
17	Pengetua meluangkan masa untuk mengajar dan membimbing. <i>Spends time teaching and coaching.</i>	1	2	3	4	5
18	Pengetua melayan orang lain sebagai seorang individu dan bukannya hanya sebagai seorang anggota kumpulan. <i>Treats others as individuals rather than just a group member.</i>	1	2	3	4	5
19	Pengetua mengambil kira keperluan, kebolehan dan aspirasi seseorang individu. <i>Considers an individual's needs, abilities, and aspirations of others.</i>	1	2	3	4	5
20	Pengetua membantu orang lain untuk membina kekuatan diri mereka. <i>Helps others to develop their strengths.</i>	1	2	3	4	5

BAHAGIAN F: DEMOGRAFI

1. Jantina

☐

Lelaki

☐

Perempuan

2. Umur

☐

21 – 30 Tahun

☐

41 – 50 Tahun

☐

31 – 40 Tahun

☐

51 – 60 Tahun

3. Bangsa

☐

Melayu

☐

India

☐

Cina

☐

Lain-lain:

4. Status Perkahwinan

☐

Bujang

☐

Berkahwin

Lain-lain: _____

5. Jika berkahwin, bilangan anak: _____ orang

6. Tinggal bersama orang tua

☐

Ya

☐

Tidak

7. Adakah mempunyai pembantu rumah/tukang gaji (*maid*)?

☐

Ya

☐

Tidak

8. Kelayakan Akademik Tertinggi

☐

STPM

☐

Sarjana Muda

☐

Diploma

☐

Sarjana

☐

Doktor Falsafah

9. Agama

☐

Islam

☐

Kristian

☐

Hindu

☐

Buddha

Lain-

lain: _____

10. Gred

☐

DG 32

☐

DG 44

☐

DG 34

☐

DG 48

☐

DG 38

☐

DG 52

☐

DG 41

☐

DG 54

☐

DG 42

☐

Lain-lain:

11. Gaji

<input type="checkbox"/>	< RM 1500	<input type="checkbox"/>	RM 4501 – RM 6000
<input type="checkbox"/>	RM 1501 – RM 3000	<input type="checkbox"/>	RM 6001 dan ke atas
<input type="checkbox"/>	RM 3001 – RM 4500		

12. Tempoh berkhidmat di sekolah sekarang? _____ tahun.

13. Pengalaman sebagai guru?

<input type="checkbox"/>	Kurang daripada 5 tahun	<input type="checkbox"/>	17 – 22 tahun
<input type="checkbox"/>	5 – 10 tahun	<input type="checkbox"/>	Lebih 22 tahun
<input type="checkbox"/>	11 – 16 tahun		

14. Adakah anda memegang jawatan pentadbiran? (*cth: penolong kanan, ketua panitia*)

<input type="checkbox"/>	Ya	<input type="checkbox"/>	Tidak
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***** SOALAN TAMAT*****

TERIMA KASIH ATAS KERJASAMA ANDA

LAMPIRAN F: COMMON METHOD VARIANCE (CMV)

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	33.408	29.306	29.306	33.408	29.306	29.306
2	8.031	7.045	36.350			
3	7.017	6.155	42.505			
4	5.236	4.593	47.098			
5	4.764	4.179	51.277			
6	4.437	3.892	55.169			
7	3.873	3.398	58.567			
8	3.524	3.092	61.658			
9	3.289	2.885	64.543			
10	3.107	2.726	67.269			
11	2.708	2.375	69.644			
12	2.387	2.094	71.737			
13	2.224	1.951	73.688			
14	2.111	1.852	75.540			
15	1.954	1.714	77.254			
16	1.773	1.556	78.810			
17	1.662	1.458	80.268			
18	1.550	1.360	81.627			
19	1.455	1.276	82.904			
20	1.436	1.259	84.163			
21	1.271	1.115	85.278			
22	1.255	1.101	86.379			
23	1.164	1.021	87.400			
24	1.107	.971	88.371			
25	1.022	.897	89.268			
26	.960	.842	90.110			
27	.874	.767	90.877			
28	.853	.748	91.625			
29	.823	.722	92.346			
30	.789	.692	93.039			
31	.760	.666	93.705			
32	.667	.585	94.290			
33	.655	.575	94.865			
34	.596	.523	95.388			
35	.558	.489	95.877			
36	.514	.451	96.328			

37	.460	.404	96.732
38	.453	.398	97.129
39	.364	.320	97.449
40	.323	.283	97.732
41	.309	.271	98.003
42	.289	.254	98.257
43	.270	.237	98.494
44	.258	.226	98.720
45	.225	.198	98.917
46	.194	.170	99.088
47	.180	.158	99.246
48	.139	.122	99.368
49	.128	.112	99.480
50	.111	.098	99.578
51	.090	.079	99.657
52	.082	.072	99.728
53	.072	.063	99.791
54	.063	.055	99.846
55	.052	.046	99.892
56	.044	.038	99.930
57	.030	.026	99.957
58	.024	.021	99.978
59	.014	.012	99.990
60	.008	.007	99.997
61	.002	.002	99.998
62	.001	.001	99.999
63	.001	.001	100.000
64	1.434E-14	1.258E-14	100.000
65	1.183E-14	1.038E-14	100.000
66	1.029E-14	9.027E-15	100.000
67	9.213E-15	8.081E-15	100.000
68	8.823E-15	7.740E-15	100.000
69	8.407E-15	7.374E-15	100.000
70	7.665E-15	6.724E-15	100.000
71	7.064E-15	6.197E-15	100.000
72	6.440E-15	5.649E-15	100.000
73	6.066E-15	5.321E-15	100.000
74	5.593E-15	4.906E-15	100.000
75	5.012E-15	4.397E-15	100.000
76	4.524E-15	3.969E-15	100.000
77	4.134E-15	3.626E-15	100.000
78	4.067E-15	3.568E-15	100.000
79	3.559E-15	3.122E-15	100.000

80	3.099E-15	2.719E-15	100.000		
81	2.909E-15	2.552E-15	100.000		
82	2.714E-15	2.381E-15	100.000		
83	2.100E-15	1.842E-15	100.000		
84	1.553E-15	1.362E-15	100.000		
85	1.265E-15	1.109E-15	100.000		
86	8.625E-16	7.566E-16	100.000		
87	6.183E-16	5.423E-16	100.000		
88	5.196E-17	4.558E-17	100.000		
89	-1.498E-16	-1.314E-16	100.000		
90	-6.029E-16	-5.288E-16	100.000		
91	-9.826E-16	-8.619E-16	100.000		
92	-1.005E-15	-8.819E-16	100.000		
93	-1.344E-15	-1.179E-15	100.000		
94	-1.905E-15	-1.671E-15	100.000		
95	-2.277E-15	-1.998E-15	100.000		
96	-2.490E-15	-2.184E-15	100.000		
97	-2.703E-15	-2.371E-15	100.000		
98	-2.881E-15	-2.527E-15	100.000		
99	-3.433E-15	-3.011E-15	100.000		
100	-3.529E-15	-3.096E-15	100.000		
101	-3.836E-15	-3.365E-15	100.000		
102	-4.377E-15	-3.840E-15	100.000		
103	-4.984E-15	-4.372E-15	100.000		
104	-5.758E-15	-5.050E-15	100.000		
105	-5.925E-15	-5.197E-15	100.000		
106	-6.619E-15	-5.806E-15	100.000		
107	-7.339E-15	-6.438E-15	100.000		
108	-7.470E-15	-6.552E-15	100.000		
109	-8.073E-15	-7.082E-15	100.000		
110	-8.362E-15	-7.335E-15	100.000		
111	-9.026E-15	-7.917E-15	100.000		
112	-1.013E-14	-8.883E-15	100.000		
113	-1.161E-14	-1.018E-14	100.000		
114	-1.201E-14	-1.053E-14	100.000		

Extraction Method: Principal Component Analysis.

LAMPIRAN G: DAPATAN MODEL PENGUKURAN

Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
A - Kesetujuan	0.580	0.607	0.776	0.537
Budaya		1.000		
C - Kehormatan	0.743	0.782	0.844	0.587
E - Ekstraversi	0.319	0.412	0.725	0.581
IM	0.900	0.912	0.930	0.769
KG - Kerjasama Guru	0.868	0.885	0.902	0.610
KK - Kepimpinan Kerjasama	0.951	0.952	0.958	0.696
KT	0.776	0.814	0.842	0.522
N - Neurotisme	0.767	0.755	0.854	0.602
O-Keterbukaan	0.763	0.799	0.840	0.575
PIA	0.812	0.819	0.877	0.643
PIB	0.831	0.844	0.890	0.673
PIN	0.883	0.887	0.919	0.741
PKTK	0.747	0.768	0.833	0.504
PL - Perkongsian Pembelajaran	0.826	0.826	0.885	0.658
PLIW	0.734	0.767	0.836	0.565
PMP	0.728	0.732	0.829	0.549
PPro - Pembangunan Profesional	0.906	0.911	0.931	0.730
PTK	0.819	0.829	0.881	0.649
Rohani		1.000		
SIN	0.911	0.920	0.937	0.789
SRS - Sokongan Rakan Sekerja	0.864	0.876	0.908	0.713
T - Transformasi		1.000		
TP - Tujuan Perpaduan	0.893	0.898	0.922	0.706
WIPL	0.592	0.597	0.785	0.549
WLB		1.000		
WPLE	0.620	0.738	0.783	0.558

LAMPIRAN H: DAPATAN PROSEDUR BLINDFOLDING

Construct Crossvalidated Redundancy

	SSO	SSE	Q ² (=1-SSE/SSO)
A - Kesetujuan	903.000	903.000	
Budaya	10234.000	10234.000	
C - Kehematan	1204.000	1204.000	
E - Ekstraversi	602.000	602.000	
IM	1204.000	556.833	0.538
KG - Kerjasama Guru	1806.000	1043.392	0.422
KK - Kepimpinan Kerjasama	3010.000	1520.235	0.495
KT	1505.000	1060.571	0.295
N - Neurotisme	1204.000	1204.000	
O-Keterbukaan	1204.000	1204.000	
PIA	1204.000	826.325	0.314
PIB	1204.000	620.368	0.485
PIN	1204.000	654.210	0.457
PKTK	1505.000	1149.817	0.236
PL - Perkongsian Pembelajaran	1204.000	682.526	0.433
PLIW	1204.000	792.672	0.342
PMP	1204.000	821.016	0.318
PPro - Pembangunan Profesional	1505.000	610.282	0.594
PTK	1204.000	624.781	0.481
Rohani	5418.000	5418.000	
SIN	1204.000	501.947	0.583
SRS - Sokongan Rakan Sekerja	1204.000	479.085	0.602
T - Transformasi	6020.000	6020.000	
TP - Tujuan Perpaduan	1505.000	631.369	0.580
T_Budaya	301.000	301.000	
T_Ekstraversi	301.000	301.000	
T_Kehematan	301.000	301.000	
T_Kesetujuan	301.000	301.000	
T_Keterbukaan	301.000	301.000	
T_Neurotisme	301.000	301.000	
T_Rohani	301.000	301.000	
WIPL	903.000	561.429	0.378
WLB	3010.000	2570.228	0.146
WPLE	903.000	853.619	0.055

Indicator Crossvalidated Redundancy

	SSO	SSE	Q ² (=1-SSE/SSO)
Budaya	301.000	301.000	
Budaya * Transformasi	301.000	301.000	
Ekstraversi	301.000	301.000	
Ekstraversi * Transformasi	301.000	301.000	
Kehematan	301.000	301.000	
Kehematan * Transformasi	301.000	301.000	
Kebersetujuan	301.000	301.000	
Kebersetujuan * Transformasi	301.000	301.000	
Keterbukaan	301.000	301.000	
Keterbukaan * Transformasi	301.000	301.000	
Neurotisme	301.000	301.000	
Neurotisme * Transformasi	301.000	301.000	
Rohani	301.000	301.000	
Rohani * Transformasi	301.000	301.000	
Transformasi	301.000	301.000	
Work-Life Balance	301.000	164.877	0.452

Construct Crossvalidated Commuality

	SSO	SSE	Q ² (=1-SSE/SSO)
Budaya	301.000		1.000
Ekstraversi	301.000		1.000
Kehematan	301.000		1.000
Kebersetujuan	301.000		1.000
Keterbukaan	301.000		1.000
M_Budaya	301.000		1.000
M_Ekstraversi	301.000		1.000
M_Kehematan	301.000		1.000
M_Kebersetujuan	301.000		1.000
M_Keterbukaan	301.000		1.000
M_Neurotisme	301.000		1.000
M_Rohani	301.000		1.000
Neurotisme	301.000		1.000
Rohani	301.000		1.000
Transformasi	301.000		1.000
WLB	301.000		1.000

Indicator Crossvalidated Communalities

	SSO	SSE	Q ² (=1-SSE/SSO)
Budaya	301.000		1.000
Budaya * Transformasi	301.000		1.000
Ekstraversi	301.000		1.000
Ekstraversi * Transformasi	301.000		1.000
Kehematan	301.000		1.000
Kehematan * Transformasi	301.000		1.000
Kebersetujuan	301.000		1.000
Kebersetujuan * Transformasi	301.000		1.000
Keterbukaan	301.000		1.000
Keterbukaan * Transformasi	301.000		1.000
Neurotisme	301.000		1.000
Neurotisme * Transformasi	301.000		1.000
Rohani	301.000		1.000
Rohani * Transformasi	301.000		1.000
Transformasi	301.000		1.000
Work-Life Balance	301.000		1.000



UUM
Universiti Utara Malaysia

LAMPIRAN I: SURAT KEBENARAN KAJIAN DARIPADA KEMENTERIAN, JABATAN PENDIDIKAN NEGERI, DAN PEJABAT PENDIDIKAN DAERAH



KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1-4, BLOK E3
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA

TEL : 0388846581
FAXS : 0388846575

Ruj. Kami : KPM 800-3/2/3-eras/2278/
Tarikh : 7 November 2018

MOHD FIRDAUS BIN ZAKARIA
NO. KP : 870323025103

KAMPUNG CHAROK KELIAN
MUKIM PULAI 9100 BALING
KEDAH

Tuan,

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT PENDIDIKAN GURU, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA

Perikar di atas adalah dirujuk:

2. Suka cita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan.

"KECERDASAN ROHANI, PERSONALITI, BUDAYA SEKOLAH, DAN KESEIMBANGAN KERJA-KEHIDUPAN; GAYA KEPEMIMPINAN TRANSFORMASI SEBAGAI PENYEDERHANA"

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengerusi / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari 1 Januari 2019 hingga 31 Mac 2019.

5. Tuan dikehendaki menyerahkan seraiakhir laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini. Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

Ketua Sektor
Sektor Penyelidikan dan Penilaian
b.p. Pengerah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN KEDAH
JABATAN PENDIDIKAN PULAU PINANG
JABATAN PENDIDIKAN PERAK
JABATAN PENDIDIKAN PERLIS

* SURAT INI DIJANA OLEH KOMPUTER DAN TIDAK PERLU TANDATANGAN DIPERLUKAN



JABATAN PENDIDIKAN NEGERI PERLIS

Jalan Tun Abdul Razak
01990 Kangar
PERLIS

NO. TEL. PEJABAT : 04-973 7777
PENGARAH : 04-973 7644
NO. FAKS : 04-976 7080
JPN CAWANGAN : 04-976 7410
LAMARAN WEB : www.jpnperlis.gov.my

Rujukan kami : JPNPs.SPS.UPRO.600-1/1/1 Jld. 1(30)
Tarikh : 26 November 2018

**Encik Mohd Firdaus bin Zakaria,
Kampung Charuk Kelian,
Mukim Pulau,
09100 Baling,
KEDAH**

Tuan,

KEBENARAN MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH, INSTITUT-INSTITUT PERGURUAN, JABATAN-JABATAN PENDIDIKAN DAN BAHAGIAN-BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA

Dengan hormatnya saya merujuk perkara di atas.

2. Sukacita dimaklumkan bahawa, Jabatan ini tiada apa-apa halangan bagi Tuan/Puan/Encik/Cik menjalankan **"KECERDASAN ROHANI, PERSONALITI, BUDAYA SEKOLAH, DAN KESEIMBANGAN KERJA-KEHIDUPAN; GAYA KEPIMPINAN TRANSFORMASI SEBAGAI PENYEDERHANA"**.

3. Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam kertas cadangan yang tuan kemukakan ke Kementerian Pendidikan Malaysia dan kebenaran ini adalah tertakluk kepada persetujuan Pengetua/Guru Besar sekolah-sekolah berkenaan.

4. Sehubungan dengan itu, tuan/puan/encik/cik dikehendaki menghantar senaskah penyelidikan ke jabatan ini sebaik sahaja selesai penyelidikan tersebut.

5. Segala maklumat yang diperolehi dari kajian ini adalah sulit dan tidak boleh dihebahkan kepada mana-mana pihak. **Tuan juga dipohon untuk menghantar sesalinan soalan kajian ke jabatan ini sebelum lanya dilaksanakan di sekolah yang terlibat.**

Kerjasama tuan dalam perkara ini amat dihargai.

Sekian, terima kasih.

'BERKHIDMAT UNTUK NEGARA'

Saya yang menjalankan amanah,

(HAKIM KHAN BIN MOHD' KHAN)
Ketua Unit Perhubungan dan Pendaftaran,
b.p. Pengarah Pendidikan Perlis

s.k.:

Semua Pengetua, Sekolah Menengah Negeri Perlis

AKA/zana

SATU HALUAN SEHALUAN





KEMENTERIAN PENDIDIKAN MALAYSIA
JABATAN PENDIDIKAN NEGERI KEDAH
KOMPLEKS PENDIDIKAN, JALAN STADIUM
05604 ALOR SETAR
KEDAH DARUL AMAN

Telefon : 04-740 4000
Faks : 04-740 4342
Laman Web : www.moe.gov.my

Ruj Kami : JPK-SPS-UPP 600-1/1/2 Jld 6(10)
Tarikh : 1 November 2018

Mohd Firdaus bin Zakaria
Kampung Charok Kelian
09100 Baling
Kedah darul Aman

Tuan,

**Kebeharuan Untuk Menjalankan Kajian/ Soal Selidik di Jabatan Pendidikan Negeri /
Pejabat Pendidikan Daerah dan Sekolah – Sekolah di Negeri Kedah Darul Aman**

Saya dengan hormatnya diarah merujuk kepada perkara tersebut di atas.

2. Dimaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian yang bertajuk
" Kecerdasan Rohani, Personaliti, Budaya Sekolah, Dan keseimbangan Kerja-
Kehidupan; Gaya Kepemimpinan Transformasi Sebagai Penyederhana " telah
diluluskan.

3. Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan
penyelidikan yang tuan/puan kemukakan ke Kementerian Pendidikan Malaysia. Tuan/Puan
dikehendaki mengemukakan senaskah laporan akhir kajian setelah selesai kelak dan
dingatkan supaya mendapat kebenaran terlebih dahulu daripada Jabatan ini sekiranya
sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana
forum, seminar atau diumumkan kepada media.

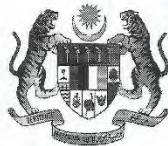
4. Kebeharuan ini adalah tertakluk kepada persetujuan Pengetua/ Guru Besar sekolah
berkenaan dan adalah sah bermula dari 1 Januari 2019 hingga 31 Mac 2019.

Sekian, terima kasih.

" BERKHIDMAT UNTUK NEGARA "
" KEDAH AMAN MAKMUR- HARAPAN BERSAMA MAKMURKAN KEDAH "
" PENDIDIKAN CEMERLANG KEDAH TERBILANG "

Saya yang menjalankan amanah.

(MO TAJUDIN BIN HAJI MORAD, bck.)
Penolong Pengarah Kanan (Ketua Unit)
Unit Perhubungan dan Pendaftaran
Sektor Pengurusan Sekolah
b.p. Pengarah Pendidikan Kedah Darul Aman



KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan Negeri Pulau Pinang
Jalan Bukit Gambir
11700 Pulau Pinang

TEL : +604-6575500
FAKS : +604-6521025
Laman Web : <http://www.moe.gov.my>

Ruj Tuan :
Ruj Kami : JPNPP(PER) 1000-4/2 Jld.12(78)
Tarikh : 19 NOVEMBER 2018



Mohd Firdaus bin Zakaria
Kampung Charok Kelian,
09100 Baling, Kedah

Tuan/Puan,

**KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT
PERGURUAN, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN – BAHAGIAN DI
BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA**

Dengan hormatnya saya diarah merujuk perkara tersebut di atas.

2. Surat kelulusan menjalankan kajian daripada Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia bertarikh **07 November 2018** adalah dirujuk.
3. Dengan ini dimaklumkan bahawa pihak Jabatan Pendidikan Pulau Pinang, tiada halangan untuk Tuan/Puan menjalankan penyelidikan di sekolah-sekolah negeri Pulau Pinang yang bertajuk:

*“Kecerdasan Rohani, Personaliti, Budaya Sekolah, Dan Keseimbangan Kerja-Kehidupan;
Gaya Kepemimpinan Transformasi Sebagai Penyederhana”* diluluskan.

4. Walau bagaimanapun Tuan/Puan adalah tertakluk kepada syarat-syarat seperti berikut:
 - 4.1 Mendapat kebenaran dari Pengetua/Guru Besar sekolah berkenaan.
 - 4.2 Tidak mengganggu perjalanan, peraturan dan disiplin sekolah.
 - 4.3 Segala maklumat yang dikumpul adalah untuk tujuan akademik sahaja.
 - 4.4 Menghantar satu salinan laporan kajian ke Jabatan ini setelah selesai kajian.
 - 4.5 Sila kemukakan surat ini apabila berurusan dengan pihak sekolah.
 - 4.6 Surat ini berkuatkuasa sehingga **31 Mac 2019**.

Sekian, terima kasih.

“BERKHIDMAT UNTUK NEGARA”

‘Saya yang menjalankan amanah’

(**ZURIDA BINI MUSTAPHA**)
Penolong Pendaftar Institusi Pendidikan
Jabatan Pendidikan Pulau Pinang
b.p Ketua Pendaftar Institusi Pendidikan
Kementerian Pendidikan Malaysia



KEMENTERIAN PENDIDIKAN MALAYSIA

Jabatan Pendidikan Negeri Perak
Jalan Tun Abdul Razak
30640 Ipoh, Perak Darul Ridzuan

Tel : 605 501 5000
Faks : 605 527 7273
Laman Web : <http://jpnperak.moe.gov.my>

Ruj. Tuan :

Ruj. Kami : JPNPk.SPS.UPP.600-1 (76)

Tarikh : 28 November 2018

MOHD FIRDAUS BIN ZAKARIA

Kampung Charok Kelian
09100 Baling
Kedah Darul Aman

Tuan,

**KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH - SEKOLAH
DI NEGERI PERAK DI BAWAH JABATAN PENDIDIKAN NEGERI PERAK**

Sukacita perkara di atas dirujuk dan surat dari Kementerian Pendidikan Malaysia, Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Rujukan.: KPM.600-3/2/3-eras(2278), bertarikh 7 November 2018 adalah berkaitan.

2. Sehubungan dengan itu, dimaklumkan bahawa Jabatan Pendidikan Negeri Perak **tiada halangan** untuk membenarkan pihak tuan menjalankan kajian "**Kecerdasan Rohani Personaliti, Budaya Sekolah dan Keseimbangan Kerja-Kehidupan; Gaya Kepimpinan Transformasi Sebagai Penyederhana**" seperti dinyatakan dalam surat tuan dengan syarat-syarat berikut :-

- 2.1 Pihak tuan perlu mendapatkan kebenaran terlebih dahulu daripada Pegawai Pendidikan Daerah dan Pengetua sekolah untuk menggunakan sampel kajian;
- 2.2 Kajian yang dijalankan hendaklah tidak mengganggu proses pengajaran dan pembelajaran yang telah ditetapkan oleh pihak sekolah;
- 2.3 Pihak tuan bertanggungjawab menjaga keselamatan dan kebajikan guru-guru yang terlibat dalam kajian ini;
- 2.4 Pihak tuan hendaklah bertanggungjawab menanggung semua kos kajian;
- 2.5 Guru-guru/ murid tidak boleh dipaksa terlibat dengan kajian ini;



Sila catatkan rujukan Jabatan ini apabila bertubung



**KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH - SEKOLAH
DI NEGERI PERAK DI BAWAH JABATAN PENDIDIKAN NEGERI PERAK**

Ruj. Kami : JPNPk.SPS.UPP.600-1 (**76**)

Tarikh : **28** November 2018

2.6 Pihak tuan dipohon agar mengemukakan satu (1) salinan laporan kajian dalam tempoh 30 hari ke jabatan ini selepas kajian tersebut dilaksanakan; dan

2.7 Tiada sebarang implikasi kewangan terhadap Jabatan Pendidikan Negeri Perak, Pejabat Pendidikan Daerah dan pihak sekolah.

3. Sukacita juga dingatkan sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media massa, pihak tuan perlulah **mendapatkan kebenaran terlebih dahulu** daripada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan Kementerian Pendidikan Malaysia dan satu salinan kepada Jabatan Pendidikan Negeri Perak.

4. Kebenaran ini adalah untuk tujuan yang dipohon dan melibatkan sekolah dalam daerah yang dinyatakan sahaja dan luput selepas tarikh 31 Mac 2019.

Sekian terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,


(HAJI MOHD ROSLI BIN AHMAD, AMP., PPT.)

Timbalan Pengarah Pendidikan Negeri Perak

b.p Penhgarah Pendidikan Negeri Perak

- s.k
1. Pengarah Pendidikan Negeri Perak
 2. Ketua Sektor Pengurusan Sekolah
 3. Semua Pegawai Pendidikan Daerah

nmj/upp/kajandisekolah271118



KEMENTERIAN PENDIDIKAN MALAYSIA
Pejabat Pendidikan Daerah Hilir Perak
Jabatan Pendidikan Negeri Perak
Jalan Maharajalela
36000 Teluk Intan
Perak Darul Ridzuan

Telefon : 05-6221970
Faks : 05-6231971
Portal : <http://jpnperak.moe.gov.my/jpnphilirperak>

Rujukan Kami : PPD.HIP.100-3/2/2 (>)
Tarikh : 4 Januari 2019
27 Rabiulakhir 1440

MOHD FIRDAUS BIN ZAKARIA
Kampung Charok Kelian,
09100 Baling,
Kedah Darul Aman.

Tuan,

**KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH KLUSTER KECERMERLANGAN
DI BAWAH PEJABAT PENDIDIKAN DAERAH HILIR PERAK**

Dengan hormatnya, surat tuan bertarikh 23 Disember 2018 berkaitan perkara tersebut di atas adalah dirujuk untuk perhatian dan tindakan tuan.

2. Sukacita dimaklumkan bahawa Pejabat Pendidikan Daerah Hilir Perak **tiada halangan** untuk membenarkan pihak tuan menjalankan penyelidikan bertajuk "**Kecerdasan Rohani, Personaliti, Budaya Sekolah dan Keseimbangan Kerja-Kehidupan; Gaya Kepimpinan Transformasi Sebagai Penyederhana**" seperti dinyatakan dalam surat tuan dengan syarat-syarat berikut :-

- 2.1 Pihak tuan perlu berunding dengan Pengetua sekolah-sekolah berkenaan dan mendapatkan kebenarannya terlebih dahulu untuk menggunakan sampel kajian;
- 2.2 Penyelidikan / Kajian yang dijalankan hendaklah tidak mengganggu atau menjejaskan waktu pengajaran dan pembelajaran di sekolah;
- 2.3 Pihak tuan bertanggungjawab atas keselamatan dan kebajikan guru-guru yang terlibat dalam kajian ini;
- 2.4 Guru-guru tidak boleh dipaksa atau diwajibkan terlibat dalam kajian ini;
- 2.5 Pihak tuan hendaklah bertanggungjawab menanggung semua kos kajian;
- 2.6 Tiada implikasi kewangan kepada Kementerian Pendidikan Malaysia, Jabatan Pendidikan Negeri Perak, Pejabat Pendidikan Daerah Hilir Perak, sekolah, guru; dan
- 2.7 Pihak tuan dipohon agar mengemukakan **satu (1) salinan laporan kajian dalam tempoh 30 hari** ke pejabat ini selepas kajian tersebut dilaksanakan.

3. Pejabat Pendidikan Daerah Hilir Perak berhak menarik balik Surat Kelulusan/ Kebenaran ini sekiranya pihak tuan gagal mematuhi syarat-syarat dan peraturan yang ditetapkan atau bercanggah dengan dasar yang sedia ada. Kelulusan ini hanyalah untuk tujuan yang dipohon sahaja dan luput selepas tarikh 31 Mac 2019.

-PPD Hilir Perak Sentiasa Cemerlang-



KEMENTERIAN PENDIDIKAN MALAYSIA
Pejabat Pendidikan Daerah Hilir Perak
Jabatan Pendidikan Negeri Perak
Jalan Maharajalela
36000 Teluk Intan
Perak Darul Ridzuan

Telefon : 05-6221970
Faks : 05-6231971
Portal : <http://ipnperak.moe.gov.my/ipdhlirperak>

4. Sukacita juga diingatkan sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media massa, pihak tuan perlulah **mendapatkan kebenaran terlebih dahulu** daripada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia.

Kerjasama dan perhatian tuan dalam hal ini didahului dengan ucapan terima kasih.

Sekian dimaklumkan.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

(HJ. MOHAMED SHAFIE BIN ABD KARIM, PPT)
Pegawai Pendidikan Daerah Hilir Perak

MSAKH/2:



UUM
Universiti Utara Malaysia



KEMENTERIAN PENDIDIKAN MALAYSIA
Pejabat Pendidikan Daerah Larut Matang Dan Selama
Jabatan Pendidikan Negeri Perak
Jalan Taming Sari
34000 Taiping, Perak

Tel : 05-8084119 / 05-8079488
Faks : 05-8080660
Laman Web : <http://jpnperak.moe.gov.my/ppdlms>

Ruj. Kami : PPDLMs 620-4/1/8 (17)
Tarikh : 2 Januari 2019

MOHD FIDAUS BIN ZAKARIA

Kampung Charok Kelian
09100 Baling
Kedah Darul Aman

Tuan,

**KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH
DAERAH LARUT MATANG DAN SELAMA**

Sukacitanya perkara di atas dirujuk dan surat dari pihak tuan bertarikh 23 Disember 2018 serta surat dari Jabatan Pendidikan Negeri Perak, Rujukan: JPNPk.SPS.UPP.600-1(76) bertarikh 28 November 2018 adalah berkaitan.

2. Sehubungan dengan itu, dimaklumkan bahawa Pejabat Pendidikan Daerah Larut Matang dan Selama **tiada halangan** untuk membenarkan pihak tuan menjalankan kajian "**Kecerdasan Rohani Personaliti, Budaya Sekolah dan Keseimbangan Kerja - Kehidupan; Gaya Kepimpinan Transformasi Sebagai Penyederhana**" di sekolah-sekolah Daerah Larut Matang dan Selama, seperti dinyatakan dalam surat tuan dengan mematuhi syarat-syarat berikut;

- 2.1 Pihak tuan perlu mendapat kebenaran terlebih dahulu daripada Pengetua sekolah berkenaan untuk menggunakan sampel kajian.
- 2.2 Kajian yang dijalankan hendaklah tidak mengganggu proses pengajaran dan pembelajaran yang telah ditetapkan oleh pihak sekolah.
- 2.3 Pihak tuan bertanggungjawab menjaga keselamatan dan kebajikan guru dan murid yang terlibat dalam kajian ini.
- 2.4 Pihak tuan hendaklah bertanggungjawab menanggung semua kos kajian.
- 2.5 Guru-guru dan murid-murid tidak boleh dipaksa melibatkan diri dalam kajian ini.
- 2.6 Tiada sebarang Implikasi kewangan terhadap pihak Pejabat Pendidikan Daerah dan pihak sekolah.

AMN/mmr/11

CINTAILAH BAHASA KITA



**KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH
DAERAH LARUT MATANG DAN SELAMA**

Ruj. Kami :PPDLMS 620-4/1/8 (17)

Tarikh : 2 Januari 2019

2.7 Pihak tuan dipohon agar mengemukakan **satu (1) salinan kajian dalam tempoh 30 hari** ke Pejabat Pendidikan Daerah ini selepas kajian tersebut dilaksanakan.

3. Sukacita juga diingatkan sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media massa, pihak tuan perlu **mendapat kebenaran terlebih dahulu** daripada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan Kementerian Pendidikan Malaysia, Jabatan Pendidikan Perak dan satu salinan kepada Pejabat Pendidikan Daerah Larut Matang dan Selama.

4. Kelulusan permohonan ini ("Kecerdasan Rohani Personaliti, Budaya Sekolah dan Keseimbangan Kerja- Kehidupan; Gaya Kepimpinan Transformasi Sebagai Penyederhana") adalah untuk tujuan yang dipohon sahaja dan **luput selepas tarikh 31 Mac 2019.**

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,


(HAJI AMINUDIN BIN MHD NOR, AMP., PPT.)

Pegawai Pendidikan Daerah,
Larut, Matang dan Selama.

AMN/mmm